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PSYCHOLOGICAL ABSTRACTS

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GENERAL

1431. Altavilla, E. Enrico Ferri. *Rev. int. de droit pénal*, 1929, 6, 139-149.—(Courtesy *Social Science Abstracts*).

1432. [Anon.] Psychology for nurses. *U. S. Naval Med. Bull.*, 1930, 28, 128-140.—This is the third and last part of a series of notes from lectures on elementary psychology delivered by E. G. Fleming at the U. S. Naval Hospital, Norfolk, Va. The second part appeared in Vol. 27, 692-701. (See III: 3910.)—C. M. Louttit (Hawaii).

1433. Bentley, A. F. A sociological critique of behaviorism. *Arch. f. system. Phil. u. Soziol.*, 1928, 234-240.—(Courtesy *Social Science Abstracts*).

1434. Bott, E. A. Teaching of psychology in the medical course. *Bull. Assn. Amer. Med. Coll.*, 1928, 3, 289-305.—(Courtesy *Social Science Abstracts*).

1435. Brunswik, E., Bühler, Ch., & Hetzer, H. Beiträge zur Problemgeschichte der Psychologie. (*Festschrift zu Karl Bühlers 50. Geburtstag*.) (Contributions to the historical problems of psychology.) Jena: Fischer, 1929. Pp. v + 258. M. 12-14.—W. S. Hunter (Clark).

1436. DeSilva, H. R. The common sense of introspection. *Psychol. Rev.*, 1930, 37, 71-87.—An analysis of the main conditions responsible for the variability of introspective reports from subject to subject and in one subject from time to time, shows the following classes: (1) those which may be attributed to the nature of the physical patterns (these have been stressed by the *Gestalt* school, and under "attention"); (2) those attributable to the sensory receptor employed, and (3) those attributable to central conditioning of the incoming processes. The latter includes interests, prejudices of the observer, degree of sophistication, knowledge of the purposes of the experiment, and theoretical bias. All these are dealt with in terms of the concept of "conscious behavior." The author favors trained observers, to standardize these factors. He argues, also, that "it is unreasonable to assign a zero value to the processes outside of differentiated or clearest conscious behavior" thus excluding so-called "unconscious contents," etc. Neither is it wise to insist on the simplicity of the unit variables worked with, since no mental event is ever simple. The effect of theoretical bias can be avoided by developing split observer-theorist personalities.—A. G. Bills (Chicago).

1437. Dwelshauvers, G. Cerveau et pensée. (Brain and thought.) *Kwar. Psychol.*, 1930, 1, 15-37.—A philosophical discussion of the functional relation between mind and body. The author accepts

the concept of neo-Thomism, of a functional unity of the psycho-physical.—T. M. Abel (Sarah Lawrence).

1438. Haggerty, M. E. Remaking the psychology curriculum. *J. Higher Educ.*, 1930, 1, 78-84.—A description of the method of formation of the author's *Topics in Psychology*, with two illustrations of its application. The first is a study of the opinions of thirty-four instructors in psychology as to the topics that should be learned by the student prior to beginning his work as a teacher. A wide difference of opinion is shown, emphasizing the need of a study of the psychology curriculum. The second illustration is an analysis of the text-book content showing similar wide variations in the amount of space devoted by different texts to the same topic.—F. C. Paschal (Vanderbilt).

1439. Ives, H. E., & Johnsrud, A. L. Television in colors by a beam scanning method. *J. Opt. Soc. Amer.*, 1930, 20, 11-22.—D. B. Judd (Bureau of Standards).

1440. Matthaei, R. Das Gestaltproblem. (The *Gestalt* problem.) *Erg. d. Physiol.*, 1929, 29, 1-82.—The following main headings are discussed: wholeness negatively determined, the structure of *Gestalt*, the *Gestalt* percept, subjective and objective *Gestalten*, and the outlook for a psychological physiology. The paper contains 24 figures, 1 plate and a bibliography.—O. W. Richards (Clark).

1441. McKeon, R. Thomas Aquinas' doctrine of knowledge and its historical setting. *Speculum*, 1928, 3, 425-444.—(Courtesy *Social Science Abstracts*).

1442. Monks, G. H. Morton Prince. *Harvard Grad. Mag.*, 1929 (Dec.), 1-11.—Biographical notes and an appreciation of Prince.—W. S. Hunter (Clark).

1443. Musatti, C. L. La psicologia della forma. (*Gestalt* psychology.) *Riv. fil.*, 1929, 4, 3-31.—The author deals critically with the central problems of the psychology of form, and indicates the significance of Benussi's theory in its historical development. He offers a supplement to the well-known discussion between Koffka and Benussi, and notes further the differences between the views of Wertheimer and Benussi. The author reaches the conclusion that Benussi's doctrines constitute the best theoretical basis for the psychology of perception, and particularly for configurational percepts.—A. Angyal (Torino).

1444. Piéron, H. Technique de laboratoire et appareils. (Laboratory technique and apparatus.) *Année psychol.*, 1928, 29, 234-241.—Three appa-

ratuses devised by the author are described in some detail. The first is an apparatus by means of which the discs on a color mixer may be varied during rotation. The second is a chronoptoscope for studying the time of simple reactions to visual and auditory stimuli. It is based on the laws of falling bodies. The third apparatus is a modification of Miles's pursuit pendulum.—*N. L. Munn* (Pittsburgh).

1445. Rayner, E. A. *Psychological moments*. Los Angeles: Wetzel, 1929. Pp. 84. \$1.00.—Thirteen radio talks from the University of Southern California.—*W. S. Hunter* (Clark).

1446. Rugg, H. *The psychologies of 1929*. *New Era*, 1929, 10, 210-212.—*R. R. Willoughby* (Clark).

1447. Swabey, M. C. *Reason and nature*. *Monist*, 1929, 39, 395-417.—The author criticizes the doctrine of naturalistic philosophy, viz., that man's mind no less than his body is a part of the world of nature. The implications of this doctrine are contradictory. Naturalism in even its mildest form suffers from inconsistencies in its premises and forgets the presuppositions of scientific method. The latter is based on the general laws of logic and their quantitative elaboration. Both are therefore a function of reason.—*C. M. Diserens* (Cincinnati).

1448. Warren, H. C. *The organic world and the causal principle*. *Science*, 1930, 71, 204-208.—The principle of the conservation of energy is of fundamental importance in nature; with organic life there must be added to this the principle of selective adaptation; a third principle, that of anticipatory adjustment, is necessary in understanding the behavior of the higher forms, particularly that of man. If the doctrine of emergent evolution can be reduced to some such terms as these, it is defensible; otherwise, it is either a truism, purporting to explain phenomena by renaming them, or a violation of the principle of parsimony.—*R. R. Willoughby* (Clark).

1449. Weiss, A. P. *Gundlach's four sources of confusion in psychological theorizing*. *Psychol. Rev.*, 1930, 37, 91-92.—Replying to Gundlach's objections that the set of postulates for psychology, formulated in *A Theoretical Basis of Human Behavior* are irrelevant, and designed artificially to exclude a legitimate body of data, namely, experience, from psychological consideration, the author argues that they are tentative, and are designed to form a theoretical background for that subject matter with which a "considerable proportion of professional psychologists" (i.e., behaviorists), are dealing, and they are not intended to meet the epistemological requirements of all philosophical systems.—*A. G. Bills* (Chicago).

1450. Witty, P. A., & Lehman, H. C. *Some dangers of over-simplification*. *Educ. Rev.*, 1928, 76, 150-161.—Man has always felt the need for a fuller experience than that supplied at any moment by his sense organs; to satisfy this need he is prone to invent over-simplified theories and explanations of himself and the world. The instinct theory, theories of motivation, and some aspects of behaviorism are

illustrations of the same dangers of over-simplification in psychology.—(Courtesy *Social Science Abstracts*).

1451. Zwirner, E. *Zur Frage der mechanischen Aufzeichnung von Explorationen. Ueber Tonhöhenmessung und einen neuen Frequenzschreiber*. (On the subject of mechanical records of the results of experimentation; measuring pitch by means of a new frequency-recorder.) *J. f. Psychol. u. Neur.*, 1929, 40, 99-107.—An apparatus for photographing the vibrations of strings which are activated by speech. By means of a microphone and amplifiers the vibrations are directed against a field of thirty parallel strings, which are tuned at half-tone intervals over the range of the human voice. Picture of the mechanism and sample records.—*H. Marshall* (Stanford).

[See also abstract 1542.]

SENSATION AND PERCEPTION

1452. Birren, F. *The Ladd-Franklin blues*. *Psychol. Rev.*, 1930, 37, 88-90.—It is argued that Ladd-Franklin's theory fails to ally physical fact with physiological and psychological, as she claims, because her blue is not the physicist's blue. The latter is violet-blue and will not, in mixture with yellow, revert to white, but will form a pale green; and it is not psychologically unitary, but a red-blue mixture. Reference to Plate VII, in her book *Color and Color Theories*.—*A. G. Bills* (Chicago).

1453. Blakeslee, —. *Eye manifestations in fracture of the skull*. *Arch. Ophth.*, 1929 (Nov.).—*R. Willoughby* (Clark).

1454. Bouman, H. D., & Kucharski, P. *De l'influence de la durée des sons sur leur timbre*. (The influence of the duration of sounds on their timbre.) *Année psychol.*, 1928, 29, 166-173.—An apparatus for producing very brief sounds of variable frequency and intensity is described. It consists essentially of an oscillator and a system of lamps arranged according to the schema of Monnier's rheotome. The experiments were carried out with frequencies of 150, 200, 400, 600, 800, and 1200 d.v. In progressively reducing the duration of the sounds belonging to these frequencies (by means of the interrupter) the authors were able to study the influence of duration upon timbre. They found that "the variation of timbre in the most precise sense is always produced more sharply at the beginning of a variable duration, according to the pitch of the sound, but comprises an almost constant number of periods. The values of the duration expressed in terms of the number of periods for which variation in timbre was observable were chiefly the following: for 150 d.v., 7½ d.v.; for 200 d.v., 8 d.v.; for 400 d.v., 8 d.v.; for 600 d.v., 8 d.v.; for 800 d.v., 8 d.v.; for 1200 d.v., 8 d.v. Above these durations the sounds took the timbre which characterizes them when they are produced in a prolonged manner." These results are perhaps explained by the hypothesis of "a latent addition implying the idea that the auditory stimulus is essentially represented by a

threshold vibration period." The authors point out that this hypothesis has not yet received definite enough confirmation.—*N. L. Munn* (Pittsburgh).

1455. Chou, S. K. Gestalt in reading Chinese characters. *Psychol. Rev.*, 1930, 37, 54-70.—An attempt to explain former findings to the effect that adult Chinese readers always read downward the faster. Just as, in western languages, the word-*Gestalt* is less distorted by reversing the line as a whole than by reversing the letters individually, so, in Chinese, an analogous sentence-*Gestalt* is the temporal-spatial sequence of individual characters in line irrespective of reading direction or character position. The traditional downward arrangement of characters has established in adult Chinese readers a downward reading pattern. Also, the greater speed of leftward reading, in the author's experiment, is explained by original Chinese usage establishing this *Gestalt*.—*A. G. Bills* (Chicago).

1456. Cords, —. [On the pathology of guiding movements.] *Arch. f. Ophth.*, 1929 (Dec.).—*R. R. Willoughby* (Clark).

1457. Drake, D. Sensations and the constancy hypothesis. *Monist*, 1929, 39, 473-476.—This is a protest against Miss Helen Smith's misunderstanding of the author's point of view on the existence of sensations. The argument against sensations is based upon a confusion, a failure to maintain the distinction between sensations and sense data. The falsity of the constancy hypothesis is no proof of the non-existence of sensations, which are by hypothesis assumed to account for the facts of experience. The whole matter is cleared up by a comprehension of the doctrines of motor psychology.—*C. M. Diserens* (Cincinnati).

1458. Durup, G. Le problème des impressions de mouvement consécutives d'ordre visuel. (The problem of impressions of consecutive visual movement.) *Année psychol.*, 1928, 29, 1-56.—A critical résumé of the work on visual movement and an attempt to evaluate the various theories. In all of the experiments a variety of conditions have prevailed, thus making the results incomparable. Since the phenomenon seems to vary according to the experimental conditions, and since the influence of muscular and retinal factors has not been isolated, the author feels that a satisfactory theory is not yet forthcoming. Bibliography of 56 titles.—*N. L. Munn* (Pittsburgh).

1459. Fedorowa, V. Zur Frage über die Empfindlichkeit des Auges gegen die Farbtonänderung. (On the question of the sensitivity of the eye with respect to changes in color.) *J. f. Psychol. u. Neur.*, 1929, 40, 65-69.—*H. Marshall* (Stanford).

1460. Fessard, A. Le problème des excitations tactiles brèves. Étude préliminaire. (The problem of brief tactile excitations. Preliminary study.) *Année psychol.*, 1928, 29, 142-165.—An oscillographic apparatus combined with Lapieque's chronaximeter has been devised by the author to determine the temporal conditions of tactile (electrical)

excitation. The article contains a critical discussion of the apparatus already being used to study tactile sensitivity and an outline of some of the problems involved. A few preliminary investigations are reported.—*N. L. Munn* (Pittsburgh).

1461. Kleitman, N., & Piéron, H. Contribution à l'étude des facteurs régissant le taux de sommation des impressions lumineuses de surface inégale. L'hétérogénéité de la rétine. (Contribution to the study of factors governing the summation rate of light impressions of unequal surface. The heterogeneity of the retina.) *Année psychol.*, 1928, 29, 57-91.—The problem investigated is the influence of the excitatory surface on the brightness threshold for both achromatic and chromatic stimulation under light adaptation and under dark adaptation. The retinal zones studied lay between 10° and 60°. There are a few studies of the foveal region under light adaptation. The apparatus was Polack's photometric perimeter. The authors alternated as experimenter and observer. The results show that light sensitivity diminishes to the degree that the stimulation is removed from the juxtapusal position toward the peripheral region of the retina. This variation differs somewhat in the two states of light and dark adaptation. In the latter state there was more homogeneity between the regions studied. This held especially for a surface of one degree, and for white and green stimulation. In the juxtapusal region the rate of summation is a little less in dark adaptation than in light adaptation. This was especially true for blue light. There was little difference between red and white light in this region. These results confirm the general notion, already posited by Piéron, that "one cannot consider a general law of retinal summation, even in separating . . . the fovea from the rest of the retina, because of the complexity of factors in reciprocal interdependence." The results are not coherent enough to make adequate a comparison of chromatic and achromatic stimulation. However, they suggest that "summation favors light perception more than chromatic perception, especially for the green, the action of which on the receptor elements is less selective than the blue and red extremes used." The results seem particularly to substantiate "the essential idea of the constitutive heterogeneity of the retina, with its duality of receptor elements, unequal sensitivity of these elements distributed over its surface, unequal concentration on the optic fibers, perhaps unequal optic isolation of elements, and unequal nervous isolation of neurons." Bibliography of 21 titles.—*N. L. Munn* (Pittsburgh).

1462. Loy, A. W. The value of peripheral vision in depth perception as applied to aviation. *U. S. Naval Med. Bull.*, 1930, 28, 13-18.—The aviator notes changes in the position of wings, clouds and objects largely with peripheral vision. It is from such cues that he makes judgments in flying or landing. The value of peripheral vision in depth perception is shown by the addition of a third rod as a fixation point placed against the back board of the Howard-Delman apparatus. With such a modifica-

tion the subject is able to place the movable rod consistently nearer the zero point. Illustrative diagrams.—*C. M. Louttit* (Hawaii).

1463. Peter, L. C. Methods and results in perimetry. *Canadian Med. Asso. J.*, 1929 (Sept.).—*R. R. Willoughby* (Clark).

1464. Pfund, A. H. The measurement of gloss. *J. Opt. Soc. Amer.*, 1930, 20, 23-26.—The author distinguishes subjective gloss from objective gloss and describes a method for measuring the latter.—*D. B. Judd* (Bureau of Standards).

1465. Piéron, H. Les lois du temps du chroma des sensations lumineuses. La méthode. (The temporal laws of the chroma of light sensations. The method.) *Année psychol.*, 1928, 29, 174-186.—A spectrophotometer which makes possible the brief exposure of lights of controllable brightness and chroma is described in detail. There are 7 figures dealing with the intimate details of construction. Experimental results have been published elsewhere.—*N. L. Munn* (Pittsburgh).

1466. Piéron, H. Le rôle des phénomènes de contraste dans la combinaison des champs hétérogènes en vision binoculaire. (The influence of contrast phenomena in the combination in binocular vision of heterogeneous fields.) *Année psychol.*, 1928, 29, 221-228.—Using De Weeker's variable prism for separating the images of the two eyes, the author studied the influence of various contrast phenomena on Rubin's ambiguous vase figure and a phenomenon reported by Fabry. There are 8 figures illustrating the appearance of the phenomena under various contrast conditions.—*N. L. Munn* (Pittsburgh).

1467. Piéron, H. Influence de la composition de la lumière sur la nature des couleurs subjectives de Fechner-Benham. Données complémentaires. (Influence of light composition on the nature of Fechner-Benham's subjective colors. Complementary data.) *Année psychol.*, 1928, 29, 229-233.—Benham's disc was rotated at various speeds under different compositions of light obtained by means of rays from two lanterns having Wratten filters of various colors. The author finds that, providing we know the quantitative composition of the light illuminating the disc, its coloration, and the speed of the disc itself, we are able to predict Fechner-Benham's colors. This phenomenon is explained in terms of the author's previous studies on the temporal aspects of chromatic stimulation.—*N. L. Munn* (Pittsburgh).

1468. Ponzo, M. Phénomènes d'annulation perceptive avec des "stimulus" surliminaires. (The phenomena of the disappearance of perception with supraliminal stimuli.) *Kwar. Psychol.*, 1930, 1, 7-14.—This article embodies essentially the ideas presented by Ponzo at the Ninth International Congress of Psychology, in showing the effect a gradual decrease in degree of stimulation has on the perception of weight and of bodily position.—*T. M. Abel* (Sarah Lawrence).

1469. Trendelenburg, —. [On the diagnosis of abnormality of the color sense.] *Klin. Monatsbl. f. Augenheilk.*, 1929 (Dec.).—*R. R. Willoughby* (Clark).

1470. Wilcutts, M. D. Sensations under local anaesthesia. *U. S. Naval Med. Bull.*, 1930, 28, 117-119.—The author underwent an appendectomy with local anesthesia, and describes his sensory experiences. Incision was painless, the only sensation being a dull pressure. Elevation of the cecum produced a faint ache, and the introduction of an exploratory finger gave a colic-like cramp. Traction on the meso-appendix produced cramps; when severe, nausea. The amputation of the appendix by electric cautery produced no sensation.—*C. M. Louttit* (Hawaii).

[See also abstracts 1439, 1451, 1492, 1774.]

FEELING AND EMOTION

1471. Allen, A. H. B. Pleasure and instinct: A study in the psychology of human action. New York: Harcourt, Brace, 1930. Pp. ix + 336. \$4.00.—The author maintains that there exists in the sense organs "a craving for stimulation" and that pleasantness depends on the satisfaction of such cravings. "While pleasure goes with maintenance or enhancement of function, unpleasure goes, not with all depression, but only with that against which there is organic resistance." The original instinctive equipment of man consists in "(1) the bodily self-maintaining process, including propagation, with a number of separate impulses developed as subsidiary to it, (2) the two 'spiritual' impulses of self-maximization and self-giving, (3) fear and anger, as reactions safeguarding the other instincts." Unpleasure follows frustration of instinct and results from a conflict due to the persistence of the thwarted conational aspect of the instinct.—*N. L. Munn* (Pittsburgh).

1472. Cohn, J. Die Stellung der Gefühle im Seelenleben. (The rôle of the sentiments in the inner life.) *Arch. f. d. ges. Psychol.*, 1929, 72, 303-317.—Cohn maintains that it is necessary to take the whole inner life, the living psychological organism in its totality, as a starting point for psychological theories and experiments. He attempts to distinguish the sentiments from other components of emotional life, and to find a proper place for them in inner life. The qualities of the sentiments are to be distinguished from their types (*Daseinsformen*) which are the totality of their relation to the average mental and emotional background, to the acts, the mental contents, the ego patterns, and the particular circumstances of the inner life. The elaboration of this distinction is the main aim of the article.—*H. M. Beckh* (München).

1473. English, H. B. Three cases of the "conditioned fear response." *J. Abn. & Soc. Psychol.*, 1929, 24, 221-225.—"Upon the pioneer experiments of Watson and Rayner on the conditioned emotional response, there has been erected a towering edifice of theory; the factual basis for this edifice remains appallingly slight. Under these circumstances, the cases seem to be not without signifi-

cance."—C. H. Johnson (Boston Psychopathic Hospital).

1474. Guilford, J. P. An experiment in learning to read facial expression. *J. Abn. & Soc. Psychol.*, 1929, 24, 191-202.—With subjects who are given training in analyzing facial expression through a period of ten days with a test every other day, the average gain in ability is 51% over the original ability. A group which is given the same kind of training in the reading of expressions will become more uniform in ability as the training progresses. There is a significant negative correlation between initial ability to judge faces and improvement in that ability. This negative correlation is probably due to a difference of attitude; the better judges have habitually a less analytical attitude. There was an average advantage of 23% for the subjects in a sixty-second exposure as opposed to a fifteen-second exposure. The poorer judges have a greater advantage in the longer exposures than the better judges. There were no sex differences in original ability, in variation of ability, in degree of improvement, in advantage of a longer exposure over a shorter one, or in improvement during either a longer or shorter exposure period.—C. H. Johnson (Boston Psychopathic Hospital).

1475. Talenti, C. Sulla valutazione dell' emozionabilità per mezzo della reazione psicogalvanica. (The estimate of emotional excitability by means of the psychogalvanic reaction.) *Bol. soc. ital. biol. sper.*, 1929, 4, 1-5.—The author investigated a number of aviators and candidates with this modified Bacqueyrisse method. His obtained data do not confirm Bacqueyrisse's claims. There was no proportionality between the intensity of the psychogalvanic reaction and emotional excitability as determined by the clinical test and other biological methods.—A. Angyal (Torino).

[See also abstracts 1495, 1499.]

ATTENTION, MEMORY AND THOUGHT

1476. Clarke, E. L. The art of straight thinking; a primer of scientific method for social inquiry. New York: Appleton, 1929. Pp. 481. \$3.00.—W. S. Hunter (Clark).

1477. De Biran, M. The influence of habit on the faculty of thinking. (Trans. by M. D. Boehm.) Baltimore: Williams & Wilkins, 1929. Pp. 227. \$5.00.—All impressions grow weaker when they are continued or frequently repeated, but whereas some become more and more obscured and tend to vanish, others—while arousing less interest—often acquire greater distinctness. Each organ has a degree of vital movement not open to direct observation, *natural tone*, and when this is increased relatively to the natural tone of other parts of the organism, a *sensation* is experienced which is proportional to the magnitude of the change and persists until an equilibrium is reestablished. The organism tends to restore this equilibrium either by lowering the tone of the stimulated organ or by raising that of the unstimulated parts. The more the original ratio is

disturbed, the more vivid is the sensation. Hence when a stimulus first acts its effect is strongest. The action of thought in the absence of objects is only the repetition of that action which has been exerted by the senses upon those objects. The central organ may retain the determination caused by sense and likewise bring it about by an action which is peculiar to it. But it directly acts to elaborate, combine and reproduce only the impressions transmitted by mobile organs or submitted to voluntary action. There are, therefore, no ideas corresponding to pure sensations, but only to perceptions. The ideas are images or copies: some are reproduced spontaneously, others are recalled by a renewed act of will which cooperated to form them. There is no recall without the movements and impressions which are associated with them. These movements are the signs of the impression. Signs are natural or artificial according as the association is formed in the very act of the perception by the cooperation of motor and sensory organs or by a deliberate and subsequent act of will. Imagination differs from memory as sensation differs from perception.—(Publisher's abstract).

1478. Enke, W., & Laurenz, H. Experimenteller Beitrag zur Psychologie der "Aufmerksamkeitsspaltung" bei den Konstitutionstypen. (Experimental research on the psychology of the "splitting of attention" in constitutional types.) *Zsch. f. d. ges. Neur. u. Psychiat.*, 1929, 118, 634-644.—The authors understand by dividing or splitting of attention the ability to perform various tasks which are run along simultaneously in a strictly separate way. This splitting ability was examined by the following tests. There were quadrangles of different colors mixed in rows on a piece of paper, and while pushing this paper into an envelope the persons had to note the number of the quadrangles as well as the color of each separately. This test was performed on 180 persons. It was called the color-test in order to distinguish it from the tests mentioned later on. In this color-test the pyknics showed much less ability than the leptosome and athletic persons. Either the pyknics requested a very long time or made a great number of mistakes. The ability to divide the attention was thus far less developed than that of the leptosome and athletic persons. The pyknic persons said that their failing was caused by the colors; they were too much impressed by the colors and therefore not able to put their attention on the double task. For this reason the manner of testing was changed. Instead of different-colored quadrangles there were chosen rows of mixed simple geometric figures, e.g., sphere, triangle, etc. This was called the figure-test. In spite of the absence of color the pyknics again showed worse results than the leptosomes and athletics. Evidently the former are less able to separate different series in their process of thought than leptosome and athletic people. The figure-test was hence again modified; the different figures had now to be counted during an appointed time. At this trial the results of the leptosomes and athletics proved to be worse, while those of the pyknic were relatively improved. The leptosomes and

athletes were confused on account of an appointed order of fixed time, whereas the pyknics were not at all influenced by this fact. Also, it could be stated that the leptosome persons tended to combine products of their own imagination with the simple geometric figures, while this the pyknics never did. The leptosome persons frequently spoke of lantern, cone, crown, etc., instead of triangle, etc. The figure-tests were performed on 240 persons aged between 16 and 60. The statistics show that the results were not influenced by the difference of age, which testifies that age itself does not essentially change the constitutional type.—W. Enke (Marburg).

1479. Foucault, M. *Les inhibitions internes de fixation.* (Internal inhibitions of fixation.) *Année psychol.*, 1928, 29, 92-112.—The author contends that the first word in a series of words to be memorized has its "image" partially inhibited by the second word, the second word by the third, etc. Furthermore, as the series becomes longer the memorizing of new words becomes more and more difficult because of the number of antecedent images to be inhibited. He sees, therefore, theoretical grounds for assuming the existence of a regressive and a progressive inhibition of fixation, within the series themselves, quite different from the external inhibition usually studied in memory. Regressive internal inhibition is defined as "the inhibition exercised on a series of images in course of fixation by consequent images on antecedent images." Progressive internal inhibition is "an action exercised by antecedent images on consequent images." In order to subject these theoretical considerations to experimentation the author presented series of words ranging in length from 3 to 7 words to a group of 100 children, 50 boys and 50 girls, aged 10 to 14 years. The words were presented tachistoscopically and upon one presentation of a series the children were immediately called upon to recall the words. The number of children who forgot the first word, second word, etc., was calculated. Regressive internal inhibition may be measured in terms of the number of children out of the 100 who forgot the first word, while the effect of progressive internal inhibition may be measured in terms of the number forgetting the last word. In a series of 3 words one may study both the regressive and progressive inhibition of 2 words, in a 4 word series the inhibitory effect in both directions of 3 words, etc. Since the words in the center of the series are subjected to a conflict between both kinds of inhibition they will tend to be forgotten more than the words at each end of the series. When the tabulations of results were made and curves drawn it was apparent that, with an increase in the length of the series, there is an increasing tendency for the first word in the list to be forgotten. The same holds true, with a little less regularity, for the last word in the series. Both curves show the same tendency. The middle word in the series was much more difficult to fixate than the words at either end and there was a tendency for it to be subjected to increasing inhibition as the length of the series was increased. The paper contains a

number of supplementary experiments with students and an analysis of the types of words used. The author is aware of many imperfections in his experiments, but offers them chiefly because he feels that they open new avenues for research in memory.—N. L. Munn (Pittsburgh).

1480. Kindler, H. *Ueber die bedingenden Faktoren und die Erziehbarkeit von Aufmerksamkeitsleistungen.* (On the conditioning factors and the possibility of training attention.) *Arch. f. d. ges. Psychol.*, 1929, 72, 179-302.—Kindler used the Bourdon test, somewhat modified to suit his special purposes, in group and individual testing. The tests were graded as to extent (*Umfang*) and quality (*Güte*). After the test, the testees gave a record of their own mental reaction and processes. Findings: (1) The wish to remember better is necessary to remember letters well; (2) the deciding factor for extent and quality of the result is not the vividness and clearness of the mental picture of the desired reaction, but the automatization of this reaction; (3) training in appropriate psychotechnical matters has an effect upon results depending on attention; mere repetition without change in methods does not improve the results; (4) continued visualization is detrimental; (5) there is a pronounced positive correlation between good results in the Bourdon test on the one hand and typing, adding and copying in professional life on the other. The person with only average intelligence gets the best test results. There is a negative correlation between the Bourdon test and intelligence above the average. This is probably due to personality traits, dislike for monotonous work, etc. Kindler gives several graphical representations of test findings.—H. M. Beckh (München).

1481. Leuthold, H. *Das Gedächtnis und seine Pflege.* (Memory and its cultivation.) Zürich: A. Funk, 1929. Pp. 32. M. 0.80.—W. S. Hunter (Clark).

1482. Schulze, H. *Kritische Untersuchungen zum Problem der Enge des Bewusstseins.* (Critical researches on the problem of the limitations of consciousness.) Göttingen: Akad. Buchh. G. Calvör, 1929. Pp. 65. M. 3.00.—W. S. Hunter (Clark).

1483. Thurstone, L. L. *The relation between learning time and length of task.* *Psychol. Rev.*, 1930, 37, 44-53.—The study tests two hypotheses concerning the qualitative aspects of the learning function: (1) The relation between the number of items in a list to be learned and the learning time follows the law: $T = (c/k)n\sqrt{n} - a$, in which T is learning time; k is the subject's learning constant; c is a constant depending on the degree of perfection required for complete learning; n is the number of items, and a the attention span of the subject. This applies to meaningless material only. (2) The relation between the number of repetitions and the number of items in the list follows the law $R = (c/k)\sqrt{n} - a$, in which R is number of repetitions, and the other symbols are used as before. The formulae apply to data from single subjects. Applying these formulae to data of Binet and Henri,

Lyon, and Ebbinghaus, the author obtains satisfactory agreement. Data of Meumann show no consistent tendency and hence are not contradictory to the laws. The conclusion is drawn that the learning time for meaningless material varies as the $3/2$ power of the number of items, except for short lists, where a correction must be made for the subject's attention span. The number of repetitions required for meaningless items varies as the square root of the number of items, with a correction for short lists.—A. G. Bills (Chicago).

1484. Von Weisse, L. Das Verstehen: Beiträge zu Werner Sombarts Vortrag auf dem sechsten Soziologentag. (Understanding: comments on Werner Sombart's lecture at the sixth sociological conference.) *Kölner Vjsch. f. Soziol.*, 1929, 8, 78-93.—(Courtesy *Social Science Abstracts*).

1485. Willoughby, R. R. Incidental learning. (Concluded.) *J. Educ. Psychol.*, 1930, 21, 12-23.—A high relationship obtains between school grade and ability both to substitute and to recall. The implication of the facts is that this is almost wholly due to the value of these abilities for school work rather than to the effect of education on them. The principal conditioning factors of these abilities are youth and intelligence. Suggestibility appears in the case of one symbol. Low resistance to suggestibility seems significant of low MA, and temporary resistance, with later succumbing, of higher CA. "Work on a limited number of cases suggests that children resemble one parent or the other predominantly, but not both; but that the sex of the more similar parent is not significant, nor is that of the child to whom the ability is transmitted." Six related titles are abstracted at some length.—J. A. McGeoch (Arkansas).

[See also abstracts 1455, 1656, 1698, 1703, 1731.]

NERVOUS SYSTEM

1486. Colucci, C. Contributo alla localizzazione corticale del linguaggio. (A contribution to the cortical localization of speech.) *Riv. psicol.*, 1929, 25, 173-179.—The report of a case of lesion in the Wernicke and Broca centers where there was marked disturbance of verbal recall and of systematization of speech, although auditory and visual perception remained adequate.—T. M. Abel (Sarah Lawrence).

1487. Gigon, A. La pathologie et la clinique de l'hypophyse. (Pathology and clinical study of the hypophysis.) *Schweiz. Arch. f. Neur. u. Psychiat.*, 1929, 24, 53-74.—The article deals with the physiopathology of the pituitary gland. Gigon insists, first of all, on the necessity of taking into consideration the anatomical and physiological associations of the gland with adjoining regions, emphasizing the tuber cinereum. He denies the existence of an intermediary lobe in man and consequently divides his discussion into two parts, the anterior and the posterior lobes. (1) The anterior lobe: The experimental fact seems to prove that this lobe influences morphogenesis and genital development. Under the name of hypophyseal reactions, the author treats the morphological modifications which the hypophysis

undergoes in pregnancy or in certain pathological cases. A chapter is devoted to clinical facts (acromegaly, gigantism, nanism, etc.). The author, furthermore, points out a transitory acromegaloidism in girls during the prepuberal period, while boys are more apt to have a frustrated adiposo-genital syndrome during the same period. (2) The posterior lobe: The action of this lobe is difficult to distinguish from that of the tuberian centers. The hypnic and thermal functions are linked with the tuberian centers. After summing up the very active effects of extracts from the posterior lobe, the author concludes his paper with an account of the disorders of metabolism present in various hypophyseal affections. He does not take up psychological disorders. There is a bibliography of 73 titles.—M. R. Lambertier (Geneva).

1488. Guillaume-Louis, P. El cerebro de Anatole France. (The brain of Anatole France.) *Rev. crim. psiquiat. y med. legal*, 1928, 15, 602-614.—(Courtesy *Social Science Abstracts*).

1489. Lashley, K. S. Basic neural mechanisms in behavior. *Psychol. Rev.*, 1930, 37, 1-24.—The final explanation of mental activity is to be sought in the physiological activities of the body, principally the properties of the nervous system. But current theories of the neural mechanisms of learning and behavior are erroneous. They rest on (1) the doctrine of cerebral localization of function, and (2) an extension of the concept of reflex conduction to include cerebral as well as spinal functioning. Both doctrines are untenable because: (1) the adequate stimulus to higher responses is a pattern having definite proportions, but it is almost a matter of indifference to what receptor cells it is applied. (2) The response pattern itself can be expressed by almost any group of muscles, even those paralyzed during learning. (3) Even in the central nervous system the functions are relatively independent of the structural elements, and not determined by any particular synapses. (4) The doctrine of circular reflexes, implicit in the James-Lange theory, the theory of thought as implicit speech, and the concept of mental attitudes as posturally maintained sets, are disproved by failure to find correlations between subjective and bodily patterns. What alternative can be offered to the reflex theory? (1) The evidence on localization suggests that where the relations of stimuli in space are of importance for behavior, the cortex contains a spatial distribution of points corresponding to sensory surfaces, but that for all other functions it is lacking. (2) Loss of function shows itself as quantitative rather than qualitative, affecting ease of arousal, and the learning of complex as opposed to simple problems. (3) There is equipotentiality of parts and a unity of action which implies a self-regulation analogous to the self-regulation that Child has shown to be a normal property of living things in morphogenesis. (4) The nervous unit of organization in behavior is that mechanism, whatever be its nature, by which a reaction to a ratio of excitation is brought about. The structure of the cerebrum with its non-insulated cell

bodies and processes directly exposed in a liquid medium capable of conducting diffuse electro-chemical changes, suggests that brain action involves polarization and establishment of gradients analogous to the processes operating in growth. Therefore "cerebral organization can be described only in terms of relative masses and spatial arrangement of gross parts, of equilibrium among the parts, of direction and steepness of gradients, and of the sensitization of final common paths to patterns of excitation."—A. G. Bills (Chicago).

1490. Scheele, H. Beitrag zur Histologie und Anatomie der Hypophyse unter besonderer Berücksichtigung des nervösen Anteils. (Contribution to the histology and anatomy of the hypophysis, with special consideration of the neural portion.) *J. f. Psychol. u. Neur.*, 1929, 40, 70-84.—Average weights of the hypophyses of 268 adults show a positive correlation of the weight of the hypophysis with body size in both sexes. In the same body-size, the weight of the hypophysis in women is definitely greater than that in men. In later life the weight of the hypophysis in both men and women is less than in earlier years. In both sexes the specific gravity is greatest in the third decade. Histological examination of 54 hypophyses from mentally ill and mentally sound patients revealed no neuroglial tissue in the form known from the central nervous system. The possibility that scattered neuroglial fibres interwoven with connective tissue appear on the margin of the hypophysis must remain open. With the Bielschowsky method it is possible to demonstrate a rather thick plexus of nerve fibres in the neurohypophysis. With this plexus the rounded and long oval cell-bodies of the neurohypophysis are presumably brought into connection. Chromaffine cells can not be demonstrated in the neurohypophysis. Connective tissue extends in strands from the middle lobe, and in less amount from the capsule, into the neurohypophysis. Only sections made in the region of the capsule contain much connective tissue. Elastic tissue is found only in the walls. In the colloid cysts of the middle lobe there are very frequent infiltrations of disintegrating cells, which often contain considerable fat, and red blood corpuscles. Hypophyses of children differ from those of older persons in the more delicate structure of the whole body, containing fewer gland cells, less pigment, connective tissue and colloid. The middle lobe in children is smaller and more regular in shape than in older persons. Finally the histological examination shows that hypophyses of high specific gravity show more dense structure than those of lower specific gravity.—H. Marshall (Stanford).

1491. Vogt, O. Bericht über die Arbeiten des Moskauer Staatsinstituts für Hirnforschung. (Report on the work of the state institute for brain research at Moscow.) *J. f. Psychol. u. Neur.*, 1929, 40, 108-118.—Among other undertakings, the institute has prepared paraffin sections of the brain of Lenin, which are being subjected to extremely careful microscopic examination. In connection with this study, the workers are seeking to correlate a complete

anamnesis of Lenin's physical and mental history, together with as accurate a picture of his personality as it is possible to secure. In addition, the brains of thirteen other great men have been secured by the Soviet, and are in the process of preparation for similar study. Among these "élite" brains are included those of a composer, an explorer, an editor, men in public life, and several physicians, including the neurologist Rossolimo.—H. Marshall (Stanford).

1492. Wever, E. G., & Bray, C. W. Auditory nerve impulses. *Science*, 1930, 71, 215.—"By placing an electrode on the cat's auditory nerve near the medulla, with a grounded electrode elsewhere on the body, and leading the action currents through an amplifier to a telephone receiver, the writers have found that sound stimuli applied to the ear of the animal are reproduced in the receiver with great fidelity."—R. R. Willoughby (Clark).

[See also abstract 1572.]

MOTOR PHENOMENA AND ACTION

1493. Åstrand, S., & Backström, H. Decimalskattningen vid avläsning av symmetriska skalar. (Decimal evaluation by the reading of symmetrical scales.) *Ark. f. psychol. o. ped.*, 1929, 8, 183-198.—A review of a Swedish doctorate thesis in physics on the personal equation, of which the author has also given a summary in *Kosmos*, a periodical of the Swedish Society of Physicists, 1927-28. While the psychological side of the problem was not the author's main interest, much of interest also to the psychologist was brought to light.—M. L. Reymert (Wittenberg).

1494. Boldyreff, W. N. Die periodische Tätigkeit des Organismus und ihre physiologische Bedeutung. (Periodic activity of the organism and its physiological importance.) *Erg. d. Physiol.*, 1929, 28, 485-645.—A very detailed account of the periodic activity of the digestive tract and related organs and of other rhythms associated with it, e.g., leucocytosis, pancreatic inner secretion, body temperature, etc. Then follow sections on the clinical importance and history of the investigation of the rhythmic activity of the digestive tract. Quantitative methods for study are given with illustrations. Bibliography of 276 titles.—O. W. Richards (Clark).

1495. Bujas, R. Die psychischen Bedingungen des psychogalvanischen Phänomens. (The psychological conditions of the psychogalvanic phenomenon.) *Kwar. Psychol.*, 1930, 1, 39-47.—The investigator has found it possible to interpret certain characteristics of the curve of the psychogalvanic reflex; the quality of the feeling (pleasant or unpleasant) shows itself in the direction of the curve, intensity of feeling in the magnitude of the curve, and the time for emotional changes in the form of the curve. The author believes the measuring of this phenomenon can be used in a study of emotional differences. He assumes throughout that the reflex is an indicator of emotionality.—T. M. Abel (Sarah Lawrence).

1496. Gemelli, F. A. Sul valore dei tempi di reazione semplice specie in ordine all'applicazione

di essi all'selezione personale. (On the value of the simple reaction time, especially in regard to its application to personnel selection.) *Arch. di sci. biol.*, 1928, 12, 700-712.—During the war it was possible to measure under carefully controlled conditions the simple reaction time to light and sound of 2300 subjects. The required response was a flexion of the finger in place of the more unnatural conventional method. Each subject had at least five sittings, some at intervals of a year. The outstanding result was that each subject had a characteristic way of reacting upon which training had no effect. Two extreme and comparatively rare types could be distinguished: one in which rapidity was associated with great regularity of reaction, the other in which the latter quality was associated with extreme slowness. Many subjects were intermediate in both speed and regularity. A third group was characterized by an increasing irregularity and lack of homogeneity during the test period, probably indicating fatigability. Finally, there were those whose reaction time was markedly lacking in uniformity and constancy. If proper technique is used the author believes this test to be the ideal method of selecting individuals for occupations in which precision and homogeneity of motor reaction are required.—*M. A. M. Lee* (Chicago).

1497. Johnson, F. S. Report of two hundred examinations for acute alcoholism made at the United States Naval Hospital, New York, N. Y. *U. S. Naval Med. Bull.*, 1930, 28, 85-88.—A criterion of "dead drunk" from blood analysis. This condition was found to be invariably associated with 4 milligrams of alcohol per c.c. of blood. Cases with 4 milligrams of alcohol (100% intoxication) were all in a stupified mental condition; with 3 milligrams all were mentally confused; with 2 milligrams 50% were depressed, and with 1 milligram 50% were exhilarated.—*C. M. Louttit* (Hawaii).

1498. Razran, H. S. Theory of conditioning and of related phenomena. *Psychol. Rev.*, 1930, 37, 25-43.—The author argues, on the basis of many reported experiments on conditioning and similar phenomena, that "organic modifiability, known as 'learning,' 'conditioning,' 'adaptation,' 'extinction,' 'facilitation,' and 'inhibition,'" is a result of the operation of the principles of dominance and asynchronization by dominance. The theory of dominance is that "when two or more units, or groups of units of organismic action are activated simultaneously or in close succession the action in the more dominant units or groups of units will thereby become heightened, while that in the less dominant will thereby become lowered." This takes care of the establishment of the conditioned responses. But to explain extinction, negative adaptation, etc., it is necessary to add the theory of asynchronization, which is that "the repeated isolated activation of a neural path will cause the nerve disturbance to be propagated more and more into the more dominant, or functionally superior, and less and less into the less dominant nerve fibres and their branchings, resulting in a widely asynchronous delivery of impulses, or even a

complete discontinuance of impulses from the less dominant units, and consequent weakening and final disappearance of the total response." The author feels that the above principles can be applied to higher forms of learning as well.—*A. G. Bills* (Chicago).

1499. Rignano, E. Tendenze affettive e istinti. (Affective tendencies and instincts.) *Reale Istituto Lombardo di Sci. e Lettere*, 1929, 62, 333-336.—True instincts and affective tendencies represent two distinct groups of psychic processes and hence one cannot—as is customary—designate them by the common term of "instinct." The author views instincts as a mechanized succession of reflexes, which always run their course in the same fashion; the affective tendencies represent a flexible energy which may become effective in various actions, and therefore constitute the basis of the most varied, non-mechanized forms of behavior.—*A. Angyal* (Torino).

[See also abstracts 1471, 1473, 1698.]

PLANT AND ANIMAL BEHAVIOR

1500. Alverdes, F. Tiersoziologie. (Animal sociology.) *Forsch. z. Völkerpsychol. u. Sosiol.*, 1927, 1. Pp. vi + 152. M. 4.80.—(See II: 3425.)—*W. S. Hunter* (Clark).

1501. Kolosváry, G. Az állatok lelkí fejlődésének sajátosságairól. (Vonatkozással az emberre.) (Characteristics of the psychic development of animals (with special reference to man).) Budapest: A "Studium" kiadása, 1924. Pp. 16.—Just as the functional characteristics of species are dependent on their organic differentia, which develop in a certain order, so this biological law holds for the development of the psychic qualities. Phylogeny and ontogeny are alike. The mental phenomena of every individual animal are not obvious, as they are in man in equivalent situations. Man controls his capacities in every case, for he understands the situation and his ability to associate. In the animals, on the contrary, this capacity to make associations is much more frequently lacking than present.—*D. E. Johannsen* (Wellesley).

1502. Rich, W. H., & Holmes, H. B. Experiments in marking young chinook salmon on the Columbia River, 1916-1927. *Bull. Bur. Fish.*, 1928, 44, 215-284. (Document No. 1047, 1929, \$40.)—Thousands of salmon marked by removal of fins were liberated in the Columbia River basin. Records of recovery off British Columbia and southeastern Alaska give some idea of the extent of migration. The specificity of the "homing instinct" is shown by the complete lack of recoveries from other streams than the Columbia. The authors believe "the homing instinct is not a purely hereditary matter, but is determined largely by the early environment." The time of return to the main river is, however, apparently specific and hereditary in different races.—*C. M. Louttit* (Hawaii).

EVOLUTION AND HEREDITY

1503. Aikman, K. B. The multiplication of the less fit. *Edinburgh Rev.*, 1929, 250, 82-92.—(Courtesy *Social Science Abstracts*).

1504. [Anon.] The Eugenics Record Office. *Eugenics*, 1928, 1, 15-19.—(Courtesy *Social Science Abstracts*).

1505. [Anon.] The use of eugenics in the analysis of certain archeological problems. *Eug. News*, 1929, 14, 158.—It is possible that differential fecundity was one reason for the decline of Mayan culture in Yucatan. This hypothesis could be checked up by a study of the hereditary qualities of the present inhabitants of Yucatan, many of whom are lineal descendants of the race which produced Mayan culture.—R. K. White (Stanford).

1506. Barnes, I. The inheritance of pigmentation in the American negro. *Human Biol.*, 1929, 1, 321-381.—The skin pigmentation of the outer surface of the upper arm was measured by the color top method for children and their parents. Measurements were made of 3,378 males and 2,281 females and the resulting analysis of these data is summarized in 25 tables and 7 figures. The percentage of dark pigmentation of the American negro increases rapidly until puberty, reaching a maximum at 15 years, then decreases rapidly until about the age of 35, and decreases more slowly until death. No sex differences were noted and the distributions for all series were unimodal, indicating no Mendelian combinations. The regression coefficient of offspring on parents is 2.43; on fathers 1.48, and on mothers 1.84. Greatest variability was found in the group genealogically nearest the white race. Offspring resemble the darker parent more than the lighter one. The color was not found to be produced by blending or Mendelian factors. "Whether it may be interpreted through the hypothesis of multiple factors, and, if so, how many factors may be postulated, is not subject to determination from our data by any technic which we know at present" (p. 379). Bibliography of 37 titles.—O. W. Richards (Clark).

1507. Bell, J. H. Eugenical sterilization in Virginia. *Eug. News*, 1929, 14, 151-152.—Of 100 cases of sterilization, 80 were women. "Approximately 90% of this series have been absorbed into the general population without any great amount of friction." More widespread use of this measure is highly desirable, if proper precautions are taken.—R. K. White (Stanford).

1508. Gosney, E. S., & Popenoe, P. Sterilisierung zum Zwecke der Aufbesserung des Menschenge schlechts. (Sterilization for human betterment.) Berlin: Marcus & Weber, 1930. Pp. 78. M. 4.00.—The outgrowth of a study of some 6000 operations performed over a period of twenty years in the state institutions of California. An historical survey of sterilization is followed by a discussion of the effects upon the patient as regards his sexual life, moral practices, and attitude toward the operation itself. In a description of the operation emphasis is placed upon the fact that, different from castration, sterilization involves no removal of organs or of glands and produces no change in the sexual life. Social and eugenic justification of sterilization in the case of the mental defective and diseased is presented

along with an outline of a state law providing for the same. Appendices include bibliographical material and a brief description of the history and functions of the Human Betterment Foundation, of which the book is a publication.—L. M. Hatfield (Illinois Woman's College).

1509. Griffing, J. B. Size of the family in China. *Sociol. & Soc. Res.*, 1928, 13, 63-72.—Positive correlation of some magnitude between fertility and education.—(Courtesy *Social Science Abstracts*).

1510. Gschwendtner, L. Über die Motive der Fortpflanzung bzw. der Geburtenverhütung. (Motives for reproduction and for contraception.) *Arch. f. Rassen- u. Gesellsch.-biol.*, 1929, 21, 262-284.—(Courtesy *Social Science Abstracts*).

1511. Herskovits, M. J. Social selection and the formation of human types. *Human Biol.*, 1929, 1, 250-262.—The social is stressed instead of the biological in the determination of social types. Sexual selection of mates with deeper or lighter pigmentation of the skin takes place in accordance with which trend has a social or economic advantage, and thus fixes or changes the group. The definition of a negro as one containing negro blood in this country influences crosses differently from what it does in Brazil, where only black men are negroes. Specific instances are given from other tribes to emphasize this conclusion, e.g., the Tanala, the Zafemaniri, etc.—O. W. Richards (Clark).

1512. Hollingworth, L. S. The production of gifted children from the parental point of view. *Eugenics*, 1929, 2, 3-7.—R. R. Willoughby (Clark).

1513. Huntington, E. A test of eugenics. *Amer. Mercury*, 1928, 15, 13-19.—(Courtesy *Social Science Abstracts*).

1514. Huntington, E. The next revolution. *Eugenics*, 1928, 1, 6-14.—Positive correlation between fertility and success as between members of the same social class, but negative as between classes.—(Courtesy *Social Science Abstracts*).

1515. Laignel-Lavastine, —, & Papillault, —. Différences morphologiques, physiologiques et psychiques de deux jumeaux univitelins liées à un varicocele survenu à 10 ans chez l'un d'eux. (Morphological, physiological, and psychological differences in univitteline twins linked with varicocele suffered by one twin at the age of 10.) *Schweiz. Arch. f. Neur. u. Psychiat.*, 1929, 24, 100-104.—The article deals with twins born in 1911. Although Marcel and Lucien were of very different weight at birth, they were so similar by the age of two that they could hardly be distinguished. From that time on all biological processes went on with a striking likeness. However, at the age of ten Marcel developed varicocele accompanied by an arrest in the development of the testicles. From then on differences were established between the twins which were accentuated with increasing age. In Marcel a slight hypogenitalism could be observed, accompanied by certain morphological symptoms (a larger and higher

pelvis, a more extended thorax, a longer and less healthy countenance, etc.), and by physiological and psychological symptoms (emotivity among other symptoms) with a slight tendency towards schizophrenia. Thus, from a common ground of identical heredity there were developed differential acquired characteristics linked with faulty development of the sexual glands.—*M. R. Lambrecier* (Geneva).

1516. Lenz, F., & Von Verschuer, O. Zur Bestimmung des Anteils Erbanlage und Umwelt an der Variabilität. (The determination of the rôle of heredity and environment in variability.) *Arch. f. Rassen- u. Gesellsch.-biol.*, 1928, 20, 425-428.—(Courtesy *Social Science Abstracts*).

1517. Merritt-Hawken, A. A. The Leunbach family. *J. Hered.*, 1929, 20, 469-479.—A portrait-chart is published of a family tracing back to a Carib Indian ancestor five generations ago. "In the fifth generation the 'Indian' characteristics are still definitely Indian—there seems to have been no weakening of them during a century and a half in northern Europe and through four out-crosses to blue-eyed, light-haired Europeans." There are only two persons in the ancestry whose hair is not perfectly straight. Out of twenty-one persons for whom records are available six are of distinct Indian type, five partly Indian, and ten of Danish type.—*B. S. Burks* (Stanford).

1518. Popenoe, P. Heredity and behavior. *Eugenics*, 1929, 2, 3-13.—*R. R. Willoughby* (Clark).

1519. Rollins, W. A. The fertility of college graduates. *J. Hered.*, 1929, 20, 535-539.—Six New England genealogies were examined with respect to the number of children born to college graduates and to their brothers and male cousins who did not go to college. Individuals born between 1790 and 1869 inclusive were selected for study. "The college graduates have consistently had less children than their cousins who did not go to an institution of higher learning; they have also had less children than their brothers, though in the latter half of the period there was a tendency for the brothers' children to average down to the graduates', or lower." The average number of children per man during the first 40 years was: graduates, 3.56; brothers, 4.08; cousins, 3.98. During the second 40 years the corresponding figures were: graduates, 2.23; brothers, 2.31; cousins, 2.86. The cousins married earliest, on the average, the brothers next, and the graduates last.—*B. S. Burks* (Stanford).

1520. Shipley, M. The sterilization of defectives. *Amer. Mercury*, 1928, 15, 454-457.—(Courtesy *Social Science Abstracts*).

1521. Sperling, H. Kaufkraft und Geburten. (Purchasing power and births.) *Arch. f. Rassen- u. Gesellsch.-biol.*, 1928, 21, 95-99.—Differential fertility in Germany; positive correlation between income and fertility within the class only.—(Courtesy *Social Science Abstracts*).

1522. Stith, L. Sterilization of the unfit. *Law Notes*, 1928, 32, 108-112.—(Courtesy *Social Science Abstracts*).

1523. Thompson, W. S. Natural selection in the process of population growth. *Human Biol.*, 1929, 1, 503-513.—Natural selection is held to operate more rigorously at present than heretofore because much of the population is not reproducing itself. The lower birth rate does not negate this; rather it is one of the group habits of the time. The desire to take part in the future through offspring is a desirable trait, which would lessen this effect of natural selection.—*O. W. Richards* (Clark).

1524. Thompson, W. S. The family as a unit of survival. *Soc. Forces*, 1928, 7, 141-144.—(Courtesy *Social Science Abstracts*).

1525. Tompkins, H. W. The suicide of the middle classes. *Nat. Rev.*, 1928, 92, 601-606.—Differential fertility in England.—(Courtesy *Social Science Abstracts*).

[See also abstracts 1448, 1566, 1590, 1593, 1605, 1674, 1707, 1758.]

SPECIAL MENTAL CONDITIONS

1526. Adler, A. The science of living. New York: Greenberg, 1929. Pp. 264. \$3.50.—*W. S. Hunter* (Clark).

1527. Bairyagyananda, —. Hindu-hypnotismus. (Hindu hypnotism.) Dresden: Rudolph, 1929. Pp. 56. M. 1.00.—*W. S. Hunter* (Clark).

1528. Bien, E. Fraktionierte Analyse. (Fractional analysis.) *Allg. ärst. Zsch. f. Psychotherap. u. psych. Hygiene*, 1929, 2, 735-741.—In those cases in which a cure cannot be effected in one series of sittings the method of fractional analysis may profitably be employed. By this method the treatment is extended over two or more series of closely related sittings. The relative advantages and disadvantages of the fractional method are presented.—*R. H. Waters* (Arkansas).

1529. Bond, N. B. The psychology of waking. *J. Abn. & Soc. Psychol.*, 1929, 24, 226-230.—More than 200 dreams were secured and all the results were in harmony. The dream is recalled as the cause of and as occurring at the time of waking. The dream presents a situation that is strange, frightful, astonishing, puzzling, surprising, unreal or otherwise shocking—a crisis. In regular waking it is least shocking and very elusive. In voluntary waking at an unusual hour it is more shocking and easily recalled. When internal stimuli indicate a serious organic condition which requires immediate adjustment the dream is terrifying and easily recalled. This is true when gases inflate the stomach and press the heart. The dream may be moderately shocking at the beginning, but it rapidly gains in force until waking is accomplished. The nightmare is apparently a dream that is having great difficulty in performing its function. Very regularly the dream reveals some association with waking experiences of the preceding 24 hours, but such elements are distorted or augmented in such a manner as to produce the shocking effect. Remarkable ingenuity is manifested in the devising of new dreams from day to day.—*C. H. Johnson* (Boston Psychopathic Hospital).

1530. Boven, W. *Rapport sur la caractérologie (du point de vue biologique).* (Report on characterology, from the biological point of view.) *Schweiz. Arch. f. Neur. u. Psychiat.*, 1929, 24, 25-52.—Character is the psychology of an individual in its intellectual as well as in its affective, volitional, and instinctive manifestations. The best method for use in characterology is observation regardless of the risks involved in the incompetency and partiality of judgments. Although observation furnishes us with character traits, experimental procedure furnishes information on morphology, physiology, and the psychology of tendencies and instincts. First of all, it is necessary to collect the facts in the case, for endeavoring to deduct characterology from more or less philosophical principles laid down previous to any observation, as Klages, Häberlin, and others wish to do, makes for ephemeral work. However, guides can be used without prejudice, among which Kretchmer's psychobiogram is still the best. Boven reviews and criticizes the control work done on Kretchmer's data. Along with the Kretschmerian conception he discusses the more dynamic typologies of the French and Italian school: Di Giovanni, Viola, and particularly Pende who look for the origins of character and disposition in the antagonistic action of the vagosympathetic which is itself actuated by the hormones of the endocrine gland; and Sigaud, MacAuliffe, and Allendy, whose conceptions are more morphophysiological than psychological but who take into account more than the others the action of the surrounding medium. Along with these three main contemporary schools the conceptions of vagotonia, sympatheticotonia, neurotonia, etc., should be retained, but the investigator should be on his guard against falling into the schemata of certain authors, for the psychology of the syndromes, after all, remains to be determined. The author compares all these conceptions with each other and demonstrates character as an unfolding of responses in actions and traits having morphological, physiological, and psychological aspects, each of which should be studied with equal interest while a confusion of respective terminologies should be avoided. However, no one of these aspects considered alone is sufficient to serve as the basis of a system of characterology.—M. R. Lambercier (Geneva).

1531. Capone, A. A. Character and vocational adjustment. *Rel. Educ.*, 1930, 25, 34-38.—A number of case histories are given which suggests that successful vocational adjustment has a marked influence upon character.—J. P. Hylan (Stoneham, Mass.).

1532. Carlson, E. B. Art education and character integration. *Rel. Educ.*, 1920, 25, 51-54.—Children are subjected to over-stimulation from various sources such as movies, radio and cheap literature. By encouraging them to express themselves freely by drawings, the germs of bad conduct may be observed from the objects they portray, and the proper corrective applied. A bibliography of 25 titles is appended.—J. P. Hylan (Stoneham, Mass.).

1533. Courbon, P. *Séquestration d'un vieillard dans son domicile par parasitisme défensif d'une*

prostituée persécutée. (Isolation of an old man in his house by the defensive parasitism of a deluded prostitute.) *Ann. méd.-psychol.*, 1929, 87 (I), 428-432.—When the normal individual is inferior in character to the abnormal one may voluntarily give up his liberty.—O. W. Richards (Clark).

1534. Ferrari, G. C. *Dello sviluppo della sessualità nelle giovani.* (Sex development in young girls.) *Riv. psicol.*, 1929, 25, 113-120.—A report of an investigation among the youth of the poorest classes of Bologna. The author has found that normally the young girl remains frigid sexually until she reaches 20 to 22, an age most suited biologically for reproduction.—T. M. Abel (Sarah Lawrence).

1535. Furukawa, T. *Die Erforschung der Temperamente mittels der experimentellen Blutgruppenuntersuchung.* (The investigation of temperament by experimental studies of the blood groups.) *Zsch. f. angew. Psychol.*, 1928, 31, 271-299.—(Courtesy *Social Science Abstracts*).

1536. Goldwyn, J. "Hypnoidalization": its psychotherapeutic value. *J. Abn. & Soc. Psychol.*, 1929, 24, 170-185.—The term *hypnoidalization* should be used instead of *hypnoindisation* because the former means the induction of the hypnoidal state, while the latter may imply the induction of the hypnoid state. Hypnoidalization is of value whenever the activities of the subconscious mind are to be studied. The hypnoidal states are of anamnestic, diagnostic, psychognostic, psychopathologic, and psychotherapeutic value in the treatment of the diseases of the subconscious mind. Hypnoidalization is indicated whenever hypnosis should be used but cannot be induced for some reason or other. The hypnoidal state is less powerful than the hypnotic state. Under hypnosis the subconscious mind can be studied more thoroughly and in a shorter time than under hypnoidalization.—C. H. Johnson (Boston Psychopathic Hospital).

1537. Gruenwald, M. *Sind tödlich Verletzte noch handlungsfähig?* (Are fatally injured persons capable of responsible action?) *Monatsch. f. Krimpsycol. u. Strafrechtsref.*, 1928, 19, 540-544.—(Courtesy *Social Science Abstracts*).

1538. Hartmann, W. C. [Ed.] *Directory of psychic science and spiritualism.* Jamaica, N. Y.: Occult Press, 1930. \$1.00.—R. R. Willoughby (Clark).

1539. Hull, C. L. Quantitative methods of investigating waking suggestion. *J. Abn. & Soc. Psychol.*, 1929, 24, 153-169.—Waking suggestion may be administered in a variety of ways. In this article, the author dealt with suggestion calculated to evoke postural movements of swaying either forward or backward while the subject is standing. A description of the apparatus used is given. In a series of preliminary explorational experiments covering a rather wide range, the writer has encountered a considerable number of suggestive facts which, while not warranting any final conclusions, may be regarded as extremely promising leads for systematic controlled experimentation. A number of these (40 in all) have

been outlined and arranged into a kind of research program which is given in the hope that it may stimulate research.—*C. H. Johnson* (Boston Psychopathic Hospital).

1540. Künkel, F. *Vitale Dialektik. Theoretische Grundlagen der individualpsychologischen Charakterkunde.* (Vital dialectic. Theoretical foundations of character study in individual psychology.) Leipzig: Hirzel, 1929. Pp. viii + 134. M. 6.00.—The vital dialectic school concerns itself with the effort to harmonize the polarity between subject and object that is emphasized by other philosophers. It challenges all explanations of life that do not attempt to find integration in the apparent antinomy of these two. Upon the sensing of the relationship of the material world and the experiencing self depends an analysis of those factors that enter into human character. The method of research in the dialectic science of life differs from that of the natural sciences. It does not gather experience and abstract from it knowledge of self, but in gathering experiences it gives value to the continual change of the self through such experiences. Thus the self holds a dominant place in its research, not the secondary place that materialism has given it. The author sees as transcendental this phenomenon of growth of subject through object. Life is a continuous creation, of conscious growth through experience, and of continual new experiences. Character study concerns itself not with man nor with his character as such, but with his self-expression, his reaction to the objective, the change he effects in it, and the change taking place in him. Man strives not only for self-survival, but for self-expression. The greatest fault of efforts in characterology thus far lies in its theoretic approach and in its materialistic viewpoint. Modern civilization is characterized by a new sense of oneness, of responsibility, neither an idealistic utopian idea, nor a moral demand, but a consciously sensed and accepted group relationship taking the place of the importance of the individual. Künkel finds his fundaments to character in the Freud-Jung-Adler school; in energy, drive, need, aptitude, rather than in the researches of Klages, Utitz, Haeberlin; not in moral virtues but in dynamic drives. The individual as a whole must be the object of study, and all research in the field must lead to a positive program of character culture. With this thesis of integration of object and subject, the empirical transcendence of life, the author proceeds to an analysis of life in its varied relationships, its biological limitations, its pedagogical conditioning, the relationships of class and group, the development of these through the individual and of the individual through them. He concludes with a number of cases demonstrating the analysis of personality in the light of his philosophy.—*A. B. Herrig* (Central State Teachers College).

1541. Kurka, G. *Die Wirkung verschiedener alkoholischer Getränke auf geistige Leistungen.* (The action of various alcoholic drinks upon mental

performance.) *Zsch. f. angew. Psychol.*, 1928, 30, 430-532.—(Courtesy *Social Science Abstracts*).

1542. Mar Severius Afram Barsaum. *Jahja Ibn 'Adi's treatise on character training.* *Amer. J. Semitic Lang. & Lit.*, 1928, 45, 1-34.—(Courtesy *Social Science Abstracts*).

1543. Martin, L. J., & De Gruchy, C. *Salvaging old age.* New York: Macmillan, 1930. Pp. 173. \$2.00.—Old age is a period of life rather than a physical condition. Most old people are unhappy because difficulties in their early childhood were not eradicated and have now become exaggerated. Such characteristics as slowness in motor coordination, self-centeredness, and fault-finding can best be eliminated during youth. To prevent becoming out of adjustment one's entire life, not youth alone, should be a time for learning. The habit of shelving the old at a given age, such as sixty-five, and not allowing them to do anything they desire, makes them more self-centered and leads to fault-finding in order to attract attention. Most old people, whether they are rich or poor, independent or dependent in a home for the old, in industry, in institutions, or pensioned, need to be salvaged. They should not be made to vegetate and feel useless, but should be allowed to do something. With the right philosophy of life, they can compensate their loss in physical activity with an intellectual activity based on long experience. They can furnish high ideals. Salvaging the old not only makes them happy but saves the necessity of salvaging the young with whom they live when they have matured. Case histories from the clinics for the old and for the child are used as illustrations throughout the book.—*M. B. Mitchell* (Yale).

1544. Minkowski, E. *Jalousie pathologique sur un fond d'automatisme mental.* (Pathological jealousy founded on mental automatism.) *Ann. méd.-psychol.*, 1929, 87 (II), 24-47.—The difficulty of this patient began with an incident when, at the age of 19, she was teased about a physical ailment. Her married life involved another man. Gradually idealizational and affective life became involved in the mental automatism. A structural analytic method is used in interpreting the case history.—*O. W. Richards* (Clark).

1545. Moll, A. *Psychologie und Charakterologie der Okkultismus.* (Psychology and characterology of occultism.) Stuttgart: F. Enke, 1929. Pp. 130. M. 10.80.—*W. S. Hunter* (Clark).

1546. Newcomb, T. M. *The consistency of certain extrovert-introvert behavior patterns in 51 problem boys.* *Teach. Coll. Contrib. Educ.*, 1929, No. 382. Pp. 123.—"Fifty-one problem boys were observed over a period of 5 weeks at a summer camp, in an attempt to ascertain whether they displayed consistent behavior patterns of such a kind that extrovert and introvert types could be distinguished on the basis of objective observation." Type, trait, and specific behavior consistency were tested. Most of the boys are more or less equally divided: introvertive in some traits, extrovertive in others. Behavior pat-

terns which were supposedly measures of the same trait were no more closely correlated than any others. There was practically no trait consistency. The general tendency was for responses to specific situations to be little or no more frequent in one direction than in the other. "If introvert and extrovert types do exist, they do not show any distinction that is clearly measurable by such means of recording observed behavior as were used in this study." A bibliography of 16 titles, and an appendix of intercorrelations are given.—*J. M. Stalnaker* (Purdue).

1547. Reich, W. *Sexualerregung und Sexualbefriedigung.* (Sexual excitement and satisfaction.) Wien: Münster-Verlag, 1929. Pp. 66. M. 0.70.—*W. S. Hunter* (Clark).

1548. Reise, H. *Der Internationale Kongress in Kopenhagen der Weltliga für Sexualreform.* (The International Congress of the World League for Sexual Reform at Copenhagen.) *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1928, 15, 337-348.—(Courtesy *Social Science Abstracts*).

1549. Römer, A. *Experimentalberichte. Religiosität eines Mediums* (Selma Sigerus-Göllner). (Experimental report. Religiosity of a medium, Selma Sigerus-Göllner.) *Zsch. f. Parapsychol.*, 1928, 9, 522-526.—This medium was found to reject the redemption idea in the churchly sense, but not to be hostile toward the church. On the contrary, for her, the church had a great meaning. Her religion was very convincing, tolerant, and free from hypocrisy.—*M. B. Mitchell* (Yale).

1550. Schmidt, W. *Der Ödipus-Komplex der Freudischen Psychoanalyse und die Ehegestaltung des Bolshevismus.* (The Oedipus complex of Freudian psychoanalysis and Bolshevik customs of marriage.) Berlin: Verlag der Nationalwirtschaft, 1929. Pp. 36. M. 0.60.—*W. S. Hunter* (Clark).

1551. Stump, A. *The psychology of happiness.* Fowler, Ind.: Benton Review Shop, 1929. Pp. 113. \$2.00.—*W. S. Hunter* (Clark).

1552. Thomas, J. F. *Case studies bearing upon survival.* Boston: Society for Psychic Research, 1929. Pp. 150. \$1.50.—*W. S. Hunter* (Clark).

1553. Von Schrenck-Notzing, A. *Berichte über Spontanphänomene.* (Report on spontaneous phenomena.) *Zsch. f. Parapsychol.*, 1928, 9, 513-521.—There are two classes of spirits, those attached to certain places such as deserted houses, and those which appear to certain people. A number of the latter kind are reported as having appeared to children between the ages of 9 and 17. In more than one case their occurrence stopped after the onset of a delayed maturity. Some mediums can get a spirit when alone, but the presence of sympathetic persons strengthens the experience, while the presence of an unsympathetic person may prevent its appearance. Some attempt has been made to explain psychical phenomena by psychoanalysis. No doubt some mediums are frauds, but the author believes further investigation is necessary.—*M. B. Mitchell* (Yale).

1554. Witry, M. *Lettres de deux prêtres homosexuels.* (Letters of two homosexual priests.) *Ann. méd.-psychol.*, 1929, 87 (I), 398-419.—The first letter is from an American priest who was a homosexual until he had typhoid fever. On recovery his homosexuality disappeared. A case of an army officer is cited where a normal man developed homosexual behavior following an injury to the base of the skull. The second letter from a French Catholic priest contrasts with the first; in this case the behavior persists, though the individual is helped to control his behavior. The author emphasizes the fact that only those born homosexual are true homosexuals. The other cases may develop in bisexual individuals.—*O. W. Richards* (Clark).

[See also abstracts 1497, 1557, 1578, 1603, 1609, 1616, 1623, 1658, 1668, 1682, 1683, 1691, 1695, 1754, 1762, 1773, 1788, 1839.]

NERVOUS AND MENTAL DISORDERS

1555. Allen, G. E. *Mental hygiene in a generalized nursing service.* *Pub. Health Nurse*, 1928, 20, 338-339.—(Courtesy *Social Science Abstracts*).

1556. [Anon.] *The American Foundation for Mental Hygiene: its origins, purposes, and personnel.* *Ment. Hygiene*, 1920, 4, 673-677.—This foundation was created on May 24, 1928, under the laws of the state of Delaware. It aims to give financial aid to work—including research—which will help to conserve mental health, reduce and prevent nervous and mental disorders and mental defect, and improve the care and treatment of those suffering from these disorders. The article gives further information about the origin of the foundation, its funds and officers.—*H. M. Bosshard* (Clark).

1557. [Anon.] *Insanity—effect on the marital contract.* *New York State J. Med.*, 1929, 29, 1085-1086; 1157.—*R. R. Willoughby* (Clark).

1558. [Anon.] *Primera conferencia latina americana de neurología, psiquiatría, y medicina legal.* (First Latin-American conference on neurology, psychiatry and legal medicine.) *Rev. crim. psiquiat. y med. legal*, 1928, 15, 635-639.—(Courtesy *Social Science Abstracts*).

1559. Baruk, H., & De Jong, H. *Le test de "néo-intellect."* Les troubles du contrôle de "l'action" et les réactions du système nerveux central chez les déments précoce. (The test of the "neo-intellect." The difficulties of motor control and the reactions of the central nervous system in dementia praecox.) *Ann. méd.-psychol.*, 1929, 87 (I), 463-472.—A box has one side so built that it opens on the release of a catch. When the patient does this the box is turned 90° and the patient told to open it again. Normal and less advanced dementia praecox patients do both successfully. Other patients can do this only when some object which they desire is placed in the box. This problem tests the affective-motor reactions of the patient, gives different pictures for different kinds of dementia praecox, and shows that in this disease it is the newer parts of the hemisphere rather than

the older paleo-intellect that are affected.—O. W. Richards (Clark).

1560. Bersot, H. Statistique des aliénés en Suisse en 1926. (Statistics on the insane in Switzerland in 1926.) *Schweiz. Arch. f. Neur. u. Psychiat.*, 1929, 24, 10-16.—The data discussed by the author are derived from a statistical elaboration of cards filled out by directors of 26 private hospitals. The tables deal with the following data: (1) patients admitted into the asylums according to frequency (4640 cases, of whom 2345 were women); (2) patients admitted for the first time, grouped according to age and kind of illness (2553 cases, of whom 1222 were non-complicated psychoses in the proportion of 3 men to 5 women); (3) patients leaving the institutions, classified as to manner of placing, kind of disease, and degree of cure (3672 cases, not counting the deceased: cured from the medical or social point of view, 15%; helped, 4.5%; not helped, 23%; and deceased, 17%); (4) patients leaving, grouped according to age and kind of disease; and (5) the deceased according to cause. The sexes are always separated in the tables. Diseases were grouped as follows: (1) oligophrenia (cretinism, idiocy, imbecility, and debility); (2) constitutional disorders (psychopathies); (3) non-complicated psychoses (manic-depressive disorders, schizophrenia, paranoia and psychogenia); (4) organic psychoses (paralyses); (5) epileptic disorders; (6) intoxications (alcoholic and others); and (7) neuropathies.—M. R. Lambercier (Geneva).

1561. Boltz, O. H. The rationale of occupational therapy from the psychological standpoint. *Rehab. Rev.*, 1928, 2, 281-284.—(Courtesy *Social Science Abstracts*).

1562. Brann, H. W. Conversion hysteria. *U. S. Veterans' Bur. Med. Bull.*, 1929, 5, 798-800.—R. R. Willoughby (Clark).

1563. Gimbal, W. [Ed.] Bericht über den IV. allgemeinen ärztliche Kongress für Psychotherapie in Bad Nauheim, vom 11 bis 14 April, 1929. (Report of the Fourth General Medical Congress for Psychotherapy at Bad Nauheim, April 11-14, 1929.) Leipzig: Hirzel, 1930. Pp. x + 200. M. 12.80.—(See III: 2737.)—R. R. Willoughby (Clark).

1564. Damayé, H. Tuberculose pulmonaire et lésions cérébrales. (Pulmonary tuberculosis and cerebral lesions.) *Ann. méd.-psychol.*, 1929, 87 (II), 48-58.—A case of delirium belonging to the toxic infectious group was traced to pulmonary tuberculosis. The delusions concerned the building of a sort of religion on a Joan of Arc motif, and were megalomaniac. Necropsy showed lesions in the hemispheres which were thought to be caused by the toxins of the tuberculosis. The lungs and adjacent organs were badly involved.—O. W. Richards (Clark).

1565. Davies, A. E. Psychometry, psychology, and psychiatry. *J. Abn. & Soc. Psychol.*, 1929, 24, 147-152.—The author suggests that those who give mental tests be classified as psychometrists rather than psy-

chologists, and that a course should be organized for the practice of psychiatry which will give the maximum of psychology and the minimum of medicine requisite for those who engage in this branch of medicine.—C. H. Johnson (Boston Psychopathic Hospital).

1566. Day, L. W. Inheritance of mental disease. *U. S. Veterans' Bur. Med. Bull.*, 1929, 5, 869-875.—R. R. Willoughby (Clark).

1567. Dix, S. War neurosis eventuating in delusions. *U. S. Veterans' Bur. Med. Bull.*, 1929, 5, 760-764.—R. R. Willoughby (Clark).

1568. Doyle, J. B. Postoperative psychosis. *Proc. Staff Meetings Mayo Clinic*, 1928, 3, 198-199.—(Courtesy *Social Science Abstracts*).

1569. Dreikurs, R. Psychische Hygiene, ihre Bedeutung und ihre Methoden. (Mental hygiene, its significance and methods.) *Arbeiterschutz*, 1928, 39, 265-286.—(Courtesy *Social Science Abstracts*).

1570. El Kholy, M. K. The mental factor in bronchial asthma: report of two cases. *Lancet*, 1929 (Oct.).—R. R. Willoughby (Clark).

1571. Estabrook, A. H. The pauper idiot in Kentucky. *Soc. Forces*, 1928, 7, 68-72.—(Courtesy *Social Science Abstracts*).

1572. Ewald, G. Fortschritte und Wandlungen der psychiatrischen Localisationslehre. I. Teil: Historischer Ueberblick. (Progress and transformations in the psychiatric doctrine of localization. Part I: Historical survey.) *Scientia*, 1930, 47, 21-30.—The topics considered are a résumé of work done upon aphasia and apraxia, with the consequent attempts to localize all mental functions; the complete neglect of neurological facts by Freud, Adler, Coué, etc.; and the prominence of the cerebral peduncles in personality disturbances as shown in encephalitis. Ewald states that German psychiatrists in general consider themselves primarily as physicians, treating the nervous system and the organism as a whole, and that they do not depend entirely upon methods of mental healing.—R. G. Sherwood (Redmond, Wash.).

1573. Ferrio, C. L'indirizzo psicologico in psichiatria. (The psychological trend in psychiatry.) *Note e riv. psichiat.*, 1928, 16, 1-12.—It is generally conceded today that not all psychological phenomena can be reduced to biology, but considerable disagreement exists as to the relation between psychology and psychopathology, and between both of these and clinical pathology or psychiatry. Psychology should be thought of as analogous to physiology, psychopathology to pathology, and psychiatry to clinical medicine. Psychology and psychopathology are essentially the same, using identical principles and differing only in the material to which the latter are applied. Psychology, normal and abnormal, should be allied to medicine, not philosophy, and its study should precede the practice of psychiatry, which is essentially based upon it. The psychiatrist today tends to borrow his principles from neurology, and

to use methods from chemistry and pathological anatomy, while he neglects valuable psychological techniques such as those for measuring attention and memory. His task should be to perfect such methods and study their application to clinical material.—*M. A. M. Lee* (Chicago).

1574. Freeman, W. Reversion to primitive behavior resulting from organic disease of the brain. *Human Biol.*, 1929, 1, 406-420.—The disturbances of behavior by focal infection in the brain may often be understood by noting their primitive character. This view is illustrated by describing mass movements determined by the position of the head; the synkinesis of automatic associations of arm movements to spasms, e.g., a sneeze, in certain hemiplegies; the reflex grasping noted in cases with bilateral atrophy; and the primitive sensation devoid of recognition following a stroke. The pathological laughing and crying of the mentally diseased resembles the less controlled laughing and crying of children. The pattern of behavior differentiates during life, but a focal destruction of a part of the hemisphere will cause a regression or dedifferentiation of function. This suggests that much might be gained by a closer co-operation between those examining developing and decadent individuals respectively.—*O. W. Richards* (Clark).

1575. Fünfgeld, E. Zur Klinik und Pathologie frühkindlicher, das striäre System bevorzugender Hirnerkrankungen. (Clinical picture and pathology of early brain defects, particularly those of the corpus striatum.) *J. f. Psychol. u. Neur.*, 1929, 40, 85-98.—Report of two cases, with autopsies and microscopic sections of the brains. Four plates, with seventeen micro-photographs.—*H. Marshall* (Stanford).

1576. Gillis, K. Aspects of mental subnormality and deviation in the Union. *Child Welfare* (S. Africa), 1929, 8, 2-4; 7-8; 13.—*R. R. Willoughby* (Clark).

1577. Gosline, H. I. The pathologist looks at the criminal. *Eugenics*, 1929, 2, 14-20.—*R. R. Willoughby* (Clark).

1578. Gotz, B. Diskussionsbemerkungen zur Frage des pathologischen Aberglaubens. (Gutachten über Prozessfähigkeit von Oberarzt Würfler.) (Discussion on the question of pathological superstition. Dr. Würfler's opinion concerning capacity of such individuals to bring action.) *Allg. ärst. Zsch. f. Psychotherap. u. psych. Hygiene*, 1929, 2, 752-754.—Critical comments on Würfler's opinion that an individual suffering from pathological religious superstitions is incapacitated for bringing suit.—*R. H. Waters* (Arkansas).

1579. Hueneke, E. J. Mental hygiene from a pediatric standpoint. *Amer. J. Dis. Child.*, 1929, 38, 824-828.—*R. R. Willoughby* (Clark).

1580. Isserlin, M. Die pathologische Physiologie der Sprache. (The pathological physiology of speech.) *Erg. d. Physiol.*, 1929, 29, 129-249.—The

article includes the following topics: the principles of a pathological physiology of speech, the problem of localization, concept of aphasia and its position in brain pathology, the syndrome of aphasia and its forms, motor aphasia, auditory agnosia, and central or conductive aphasia.—*O. W. Richards* (Clark).

1581. Jahr, H. M. Mental hygiene and the physician. *Arch. Pediatrics*, 1928, 45, 491-497.—(Courtesy *Social Science Abstracts*).

1582. Kahn, S. The psychology of public anti-sentiment vs. public psychopathic hospitals. *Bull. Amer. Hospital Assn.*, 1929, 3, 755-757.—*R. R. Willoughby* (Clark).

1583. Karpov, D. P. [The creative activity of the insane and its influence on the development of science, art, and technique.] Moscow: 1928.—*W. S. Hunter* (Clark).

1584. Kuenzel, M. A survey of Mongolian traits. *J. Psycho-Asiatics*, 1929, 34, 149-160.—(Courtesy *Social Science Abstracts*).

1585. Lafora, G. R. Psychiatry in the new Spanish penal code. *Rev. Gen. de Legis. y Juris.*, 1929, 154, 386-450.—(Courtesy *Social Science Abstracts*).

1586. Laignel-Lavastine, M. Las reacciones simpáticas y endocrinas en los psiconeuroticos. (Sympathetic and endocrine reactions in psychoneurotics.) *Rev. crim. psiquiat. y med. legal*, 1928, 15, 587-601.—(Courtesy *Social Science Abstracts*).

1587. Lange, J. Twin pathological problems of schizophrenia. *Wien. klin. Woch.*, 1929, 41 (Sept.).—*R. R. Willoughby* (Clark).

1588. Lewis, E. O. Mental deficiency as a community problem. *Ment. Welfare*, 1929, 10, 126-130.—*R. R. Willoughby* (Clark).

1589. Lombroso, C. Psicologia e natura. (Psychology and nature.) Torino: Fratelli Bocca, 1927. Pp. 241.—A collection of Lombroso's early writings which so far have remained scattered in various journals. It contains essays on diverse problems in psychopathology, the dream life, geo-psychic influences, atavism and mal-heredity, etc.—*A. Angyal* (Torino).

1590. Macklin, M. T. Mongolian idiocy: the manner of its inheritance. *Amer. J. Med. Sci.*, 1929, 178, 315-337.—*R. R. Willoughby* (Clark).

1591. Matz, P. B. Outcome of hospital treatment of ex-service patients with nervous and mental disease in the United States Veterans' Bureau. *U. S. Veterans' Bur. Med. Bull.*, 1929, 5, 829-842.—*R. R. Willoughby* (Clark).

1592. McGhie, B. T. The function of a hospital for subnormals. *Ontario J. Neuro-Psychiat.*, 1929 (Sept.), 55-59.—*R. R. Willoughby* (Clark).

1593. Millikan, L. H. The menace of feeble-mindedness. *Eug. News*, 1929, 14, 150.—Although a great deal more research is needed on the causes of feeble-mindedness, enough is now known to warrant sterilization on a large scale.—*R. K. White* (Stanford).

1594. Morgan, I. L. The substance of a psychiatric social history. *U. S. Veterans' Bur. Med. Bull.*, 1929, 5, 785-790.—R. R. Willoughby (Clark).
1595. Odell, A. G. The neuroses of the missionary. *Clifton Med. Bull.*, 1928, 14, 85-89.—(Courtesy *Social Science Abstracts*).
1596. Overholser W. Psychiatry and the Massachusetts courts as now related. *Soc. Forces*, 1929, 8, 77-87.—R. R. Willoughby (Clark).
1597. Plant, J. S. The relationship of the psychiatric clinic to the juvenile court. *Ment. Hygiene*, 1929, 4, 708-718.—Punishment is used by the courts because it is, in the eyes of society, a method of deterring others from crime. Social institutions, for their own protection, must fix the blame. But the physician sees the offense as a mere symptom of maladjustment. Psychiatrist and judge cannot agree, but must balance their opposite views. The article illustrates the psychiatrist's point of view with cases.—H. M. Bosshard (Clark).
1598. Pratt, G. K. Progress in mental hygiene. *Pub. Health Nurse*, 1928, 20, 499-500.—(Courtesy *Social Science Abstracts*).
1599. Raven, A. A contribution towards a psychological conception of insanity and its relation to crime. *Sociol. Rev.*, 1928, 20, 274-292.—(Courtesy *Social Science Abstracts*).
1600. Riese, W. Krieg und Schizophrenie. Teile eines dem Versorgungsgericht des erstatteten Gutachtens. (War and schizophrenia. Parts of an opinion reached by the supervisory court.) *Allg. ärzt. Zsch. f. Psychotherap. u. psych. Hygiene*, 1929, 2, 741-752.—A case history of schizophrenia caused, the author holds, by the war.—R. H. Waters (Arkansas).
1601. Russell, W. L. The place of the nurse in mental hygiene. *Amer. J. Nursing*, 1928, 28, 863-870.—(Courtesy *Social Science Abstracts*).
1602. Sadger, J. Der Sinn der Wutanfälle bei Psychoneurosen und Geisteskrankheiten. (The meaning of the tantrums of psychoneurotics and mentally deranged individuals.) *Allg. ärzt. Zsch. f. Psychotherap. u. psych. Hygiene*, 1929, 2, 729-735.—On the basis of a number of cases the author concludes that the severe temper tantrums of psychoneurotic patients indicate repressed sexual desires of early childhood. Frequently the patient identifies himself with the sadistic dispositions of his parents.—R. H. Waters (Arkansas).
1603. Tamm, A. Bücher des Werdenden: Istvan Holló "Hinter der gelben Mauer." Die Befreiung der Irren. (Books of the future: Istvan Holló's *Behind the Yellow Wall*. The liberation of the insane.) *Ark. f. psychol. o. ped.*, 1929, 8, 190-192.—According to the reviewer, this book is written by a physician who for a number of years has been director of an insane asylum, but resigned to give his entire time to psychoanalysis and now is eager to point out new lines of treatment for the insane based on the knowledge so gained.—M. L. Reyment (Wittenberg).
1604. Tramer, M. Über die biologische Bedeutung des Geburtsmonates insbesondere für die Psychoseerkrankung. (The biological significance of the birth month, with special reference to psychosis.) *Schweiz. Arch. f. Neur. u. Psychiat.*, 1929, 24, 17-24.—The birth month (and therefore the month of conception) of an individual seems to have a biological significance for his development. Empirical results based upon 3100 patients of a canton hospital show particularly that the probability of illness from a constitutionally determined mental disorder is relatively smallest for children born in May and apparently greatest for those born in December.—M. R. Lambier (Geneva).
1605. [Various.] Dementia praecox and marriage, a symposium. *Eugenics*, 1929, 2, 22-23.—R. R. Willoughby (Clark).
1606. Weygandt, W. Autotoxaemia as a factor in the causation of psychoses. *Brit. Med. J.*, 1929, 283-287.—(Courtesy *Social Science Abstracts*).
1607. Wile, I. S., & Orgel, S. Z. A study of the physical and mental characters of mongols. *Int. Clin.*, 1929, 3, Ser. 38. Pp. 96.—W. S. Hunter (Clark).
1608. Woodhall, C. S. The incidence of congenital syphilis in an institution for the feeble-minded. *J. Psycho-Aethnics*, 1929, 34, 233-248.—(Courtesy *Social Science Abstracts*).
1609. Würfler, P. Aberglaube und Prozessfähigkeit. Zur Aussprache über mein Gutachten. (Superstition and the capacity to bring action. A reply to criticisms of my opinion.) *Allg. ärzt. Zsch. f. Psychotherap. u. psych. Hygiene*, 1929, 2, 754-756.—The author defends his earlier judgment against the criticisms voiced by other authorities.—R. H. Waters (Arkansas).
[See also abstracts 1434, 1478, 1487, 1536, 1544, 1616, 1623, 1670, 1678, 1679, 1680, 1689, 1708, 1748, 1753, 1759, 1763, 1778, 1791, 1849.]

SOCIAL FUNCTIONS OF THE INDIVIDUAL

1610. Abbott, G. Case work responsibility of juvenile courts. *Soc. Serv. Rev.*, 1929, 3, 395-404.—R. R. Willoughby (Clark).

1611. Aiken, J. R. Why English sounds change. New York: Ronald Press, 1929. Pp. vii + 146.—Under the term *accord* the author seeks to bring together those processes of linguistic change which have usually gone under the names of assimilation and analogy. These processes she regards as manifestations of a general tendency toward "harmonizing" sounds, morphology, syntax, and meanings. In its application to phonology, the concept of accord is extended beyond the cases usually considered under assimilation to include almost all sound changes; it represents a general tendency both to decrease the area of the vocal cavity within which

the sounds of a given language are produced, and to simplify the sequences of oral movements. However, other factors in sound change are recognized: *grading*, the influence of pitch, quantity, and stress; *conservation*, the influence of linguistic habit and of spelling; and the "intellectual element." Moreover, accord is a "final" cause; the "efficient" or "immediate" causes include social changes such as conquests, race mixtures, etc.—*E. A. Esper* (Washington).

1612. Ames, E. S. Can religion be taught? *Rel. Educ.*, 1930, 25, 42-50.—Religion is largely a matter of attitudes and forms of behavior. It can be cultivated only by those intimate processes in which knowledge acts as a part of a living experience in achieving desired ends. It is for this reason that religion cannot be separated from the purposes of common life. Thus the mysterious and miraculous are being eliminated from religion, while the common ends of science in meeting human needs are coming to be included. The purpose in religious instruction should be to develop the proper spirit, approach and evaluations.—*J. P. Hylan* (Stoneham, Mass.).

1613. [Anon.] The prisoner's antecedents. Washington: Gov't Printing Office, 1929. Pp. 77.—A statistical analysis of the previous life of offenders committed in 1923 to state and federal prisons and reformatories. Discussion and detailed tables are given of place where crime occurred, residence of prisoner, residence in relation to place of crime, time in state and county, educational status, age and marital condition, family status, age of leaving home, earnings, employment status, institutional history, and war service, in relation to sex and offense of the prisoner.—*N. Goldman* (Clark).

1614. [Anon.] [People vs. Fogel, 167 App. Div. (N. Y.) 550.] Psychology in court. *Law Notes*, 1928, 31, 185.—Condemnation of the action of a judge who convicted a prisoner in a certain case on the basis of the psychological intuition that he was a "common crook," instead of using due process of law.—*E. M. Pilpel* (Yale).

1615. [Anon.]. [New York Life Insurance Co. vs. Alman, 22 F. (2nd) 98.] Admissibility of evidence obtained by experiment. *Minnesota Law Rev.*, 1928, 12, 416-417.—The experiments here discussed were not psychological ones, but were experiments with gunfire upon a wooden box and a cardboard at different distances, to determine some legal points in a case. The following general statement concerning them has some psychological interest, however. "Although the courts in some of the earlier cases exhibited a reluctance to admit evidence of experiments, now, as a general rule, experimental evidence is admissible, at the discretion of the court, where it will have a tendency to aid and not mislead or confuse the jury and if the experiment was performed under conditions substantially similar to the conditions surrounding the question in issue."—*E. M. Pilpel* (Yale).

1616. Appelt, A. *Stammering and its permanent cure*. New York: Dutton, 1930. Pp. ix + 227. \$2.25.—Stammering is the result of a feeling of inferiority, a sense of discouragement, which arises when a person's leading line or personal finality is thwarted. The author holds that organic factors never play a part. Symptomatic and mechanical modes of treatment do not accomplish a permanent cure. Speech arises as the expression of an impulse in the word-image center with which is associated a pleasant feeling. This impulse is transmitted to the word-locomotion center, giving rise to articulate sounds. Fear, dread and anger serve to disequilibrate temporarily the motorium and, hence, to disrupt normal activity. As has been shown by Adler, this dread arises typically from feelings of inferiority. Stammering is shown by typical cases to arise when a change of circumstances threatens the integrity of the organism. The nature of the treatment of stammering is at once apparent from the compensatory character of the disorder. It consists in the removal of the sense of inferiority. The book includes a history of older explanations and methods of treatment. There is also a short discussion of individual psychology, and of the principles of treatment and prophylaxis under this view, which might be applied equally well to any similar quasi-hysterical symptom. There is also a bibliography of 80 titles, largely older works.—*E. Newman* (Kansas).

1617. Arbousse-Bastide, P. *Le non civilisé et nous*. (The uncivilized and ourselves.) *Rev. int. de sociol.*, 1929, 37, 281-302.—(Courtesy *Social Science Abstracts*).

1618. Beckham, A. S. Is the negro happy? *J. Abn. & Soc. Psychol.*, 1929, 24, 186-190.—This study shows a wide lack of agreement on the point as between the educated and the uneducated negro. The uneducated believes in the happiness of the group because his own happiness consists in simple wants and meager pleasures.—*C. H. Johnson* (Boston Psychopathic Hospital).

1619. Bégonen, —. The magic origin of a prehistoric art. *Antiquity*, 1929, 3, 5-19.—(Courtesy *Social Science Abstracts*).

1620. Bernhart, J. *Zur Soziologie der Mystik*. (The sociology of mysticism.) *Südtsch. Monatsh.*, 1928, 26, 26-31.—(Courtesy *Social Science Abstracts*).

1621. Bertrand-Beraud, D. *Le langage et les articulations de la pensée*. (Language and the articulations of thought.) *Année psychol.*, 1928, 29, 187-220.—Philosophical speculation concerning the "testimony of immediate experience" in man and animals.—*N. L. Munn* (Pittsburgh).

1622. Bittner, W. S. The relation of the local community to the principal factors of public opinion. *Soc. Forces*, 1928, 7, 98-101.—(Courtesy *Social Science Abstracts*).

1623. Blanton, S. Speech disorders. *Ment. Hygiene*, 1929, 4, 740-753.—The three functions of speech are adjustment to the group, expression of the

emotional life, and abbreviated action. Inhibitions in relation to these activities influence the speech mechanism. The author tried to formulate a purely descriptive terminology: (1) delayed speech; (2) letter-sound substitution; (3) oral inactivity; (4) stuttering, including stammering. He describes the content of these terms and gives the common causes of the defects. He gives warnings and instructions for the treatment of suffering children. He stresses the understanding and the treatment of stuttering. Two and a half years and six years of age are the two periods at which stuttering most frequently starts. They correspond to the two great breaks in the life of the child. Stuttering is caused by fear of meeting groups.—*H. M. Bosshard* (Clark).

1624. Bogardus, E. S. Occupational distance. *Sociol. & Soc. Res.*, 1928, 13, 73-81.—(Courtesy *Social Science Abstracts*).

1625. Bogoras, W. G. Elements of the culture of the circumpolar zone. *Amer. Anthropol.*, 1929, 31, 579-601.—The circumpolar zone forms a geographical unit subject to similar conditions and presenting a unique field for the comparative study of culture. We find here a uniformity of culture and of general ways of adaptation along with much variation in detail. Cultural changes are also extremely slow, so that comparative historical studies are facilitated. The culture of this region depends upon uniform natural conditions which may be divided into five groups: (1) cosmographical, (2) meteorological, (3) geographical, (4) floral, (5) faunal. The author describes the influence of each of these groups of conditions on the material and spiritual culture of northern tribes. Among the types of northern culture discussed from this viewpoint are fishing, hunting, the breeding of animals, the invention of tools and weapons, and the evolution of folk tales. It appears that folk-lore undergoes a particularly rich development among northern tribes, both Eurasian and American, since the leisure of the long winter nights permits of little other exercise than that of the imagination.—*C. M. Diserens* (Cincinnati).

1626. Bowman, A. A. The mind of primitive man. *Proc. Roy. Phil. Soc. Glasgow*, 1928, 56, 61-80.—(Courtesy *Social Science Abstracts*).

1627. Brewer, J. M. Religion and vocational success. *Rel. Educ.*, 1930, 25, 39-41.—Statistics are given which suggest that most jobs are lost because of the poor social relations which the worker maintains with his associates. Co-operative helpfulness results when religious influence is strongly entrenched in one's life.—*J. P. Hylan* (Stoneham, Mass.).

1628. Breysig, K. Seelenbau, Geschichts- und Gesellschaftslehre. (Mental structure and the theory of history and society.) *Kölner Vjsch. f. Sosiol.*, 1929, 8, 1-26.—(Courtesy *Social Science Abstracts*).

1629. Burri, E. E. Some survivals of magic in Roman religion. *Classical J.*, 1928, 24, 112-123.—(Courtesy *Social Science Abstracts*).

1630. Cameron, M. K. Some neglected aspects of the problem of poverty. *Soc. Forces*, 1928, 7,

73-83.—The wealth of any group depends upon some combination of mental ability, physical strength, instincts of acquisitiveness as contrasted with instincts of display and sympathy which motivate toward spending wealth, and lack of excitability, which, when present, reduces productivity.—(Courtesy *Social Science Abstracts*).

1631. Colle, A. La notion de l'âme désincarnée chez les Bashi. (The Bashi notion of the disincarnate soul.) *Congo*, 1929, 10, 583-597.—(Courtesy *Social Science Abstracts*).

1632. Cooper, C. G. [Ed.] Religion and the modern mind. New York: Harper, 1929. Pp. 233. \$2.00.—*W. S. Hunter* (Clark).

1633. Dale, E. E. Those Kansas jayhawkers; a study in sectionalism. *Agric. Hist.*, 1928, 2, 167-184.—An interpretative article based on personal contact with the psychology of the population elements of Kansas and Texas.—(Courtesy *Social Science Abstracts*).

1634. Dimock, H. S. Trends in the redefinition of religion. *J. Relig.*, 1928, 8, 434-452.—"Religion is a complex of ideas, attitudes, habits, customs and practices developed by a group as it adjusts itself to its total environment."—(Courtesy *Social Science Abstracts*).

1635. Di Tullio, B. La costituzione delinquenziale nella etiologia e terapia del delitto. (The criminal constitution in the etiology and therapy of crime.) Rome: Anonima Romana Editoriale, 1929. Pp. 204.—The author takes the position that genuine criminality—not politico-social or accidental crime—invariably develops on the basis of an abnormal individuality which is termed the criminal constitution. This is always the result of a diseased or degenerate heredity, through which the germ cells have been altered and the embryo-fetal development considerably restricted. Thus appears a defective individual, who is chiefly lacking in all those morpho-physiopsychic traits which constitute the upper structures of personality and which are so decisive for the social and moral life. The first chapter deals with the historical development of criminal anthropology, referring especially to the Italian school (Lombroso, Ferri, Ottolenghi); this is followed by an analytical sketch of the different forms (repressive-atavistic, neuro-pathological, mixed) of constitutional criminality. The last chapters deal with the problem of social prophylaxis. A separate section deals with the development of dangerousness in the criminally-disposed individual. Enrico Ferri has rightly used dangerousness as the fundamental criterion of punishability in his proposed criminal code. Di Tullio offers a prophylactic program for criminality. This broad scheme was laid down in 1879 through the genius of Lombroso, and is today being realized by the work of fascism.—*M. Ponzo* (Torino).

1636. Dubois, H. M. L'idée de Dieu chez les anciens Malgaches. (The concept of God among the ancient Malagasy.) *Anthropos*, 1929, 24, 281-311.—(Courtesy *Social Science Abstracts*).

1637. Dudycha, G. J. The religious beliefs of college freshmen. *School & Soc.*, 1930, 31, 206-208.—All freshmen entering Ripon College in 1929-1930 were requested to indicate on a questionnaire their belief or disbelief in each of 25 religious propositions. Twenty-five minutes after the first questionnaire had been answered a second was submitted in which the propositions included in the first were presented in the negative. The correlation between the results of the two questionnaires was .93. Among the propositions upon which the students were asked to react were such as the following: the existence of God, heaven, hell, angels, the devil, the soul, miracles, etc. In the average case 60% of the propositions were said to be accepted whole-heartedly, while only 8% were disbelieved with equal conviction. Lukewarm faith or non-committal attitudes were confessed on the average with respect to 32% of the items. It is concluded that students tend to believe more than they disbelieve and that their faiths are firm. Among the propositions accepted most frequently and with most conviction were the moral truth of the ten commandments, the existence of God, the existence of the soul, and the divinity of Christ. Of the existence of the devil, on the other hand, 53% of the students were skeptical.—H. L. Koch (Texas).

1638. Ellis, H. Marriage today and tomorrow. San Francisco: Westgate Press, 1929. Pp. 36. \$7.50.—W. S. Hunter (Clark).

1639. Ettinger, C. J. Radial pattern in an urban community: a study in human ecology. *Univ. Pittsburgh Bull.*, 1929, 26, 12-18.—The author claims that society exhibits in form and function the characteristics of an organism. "The organism is a dynamic order, pattern, or integration among living systems or units. A social organism is exactly the same thing. The fundamental difference between the organism and social integration among human beings is apparently one of degree or order of magnitude." A study of the ecology of the city of Pittsburgh in relation to juvenile delinquency showed that this concept of social organization is justifiable. The study, according to the author, demonstrated that "The various types of personal and social disorganization such as delinquency, crime, and divorce tend to localize themselves into groups or communities possessing typical patterns and morphological aspects." It was shown by the study that there is a concentration of delinquents near the center of the urban community and that this concentration gradually decreases toward the periphery. A number of other relationships are pointed out.—N. L. Muun (Pittsburgh).

1640. Evans-Pritchard, E. E. The morphology and function of magic. *Amer. Anthropol.*, 1929, 31, 619-641.—The author attempts to demonstrate that the principles of magic deduced from Melanesian data by Malinowski and formulated as general laws for all societies, have in view of a study of African peoples to be reformulated and possibly modified. This is achieved by a comparison between the magic

of a Melanesian society, the Trobrianders, and that of an African society, the Azande. The author agrees with the general conclusion of Malinowski that magic fills a gap left by lack of knowledge in man's pragmatic pursuits and that it provides an alternative means of expression for thwarted human desires. In short, magic is a function of society. But he points out great differences of attitude toward the constituent elements of magic due to differences in environment and social organization. Common ground is found by the two peoples in (1) the acceptance of magic as a valuable cultural possession; (2) the belief that magic is an endowment of earliest man and not a discovery or invention; (3) the rejection of the view that magic depends on an impersonal power or is a gift from the dead. The Azande, however, lays little stress on the exact form of spells or incantations, and emphasizes the material element in magic, while just the reverse is true of the Trobriander. The latter also stresses traditions accounting for the origin of magic rites and ceremonies, while Azande medicine men offer few explanatory myths. In contrast to the practice of the Trobrianders, among the Azande a lack of conservative discipline in the performance of rites prevails, and there is no close observation of taboos. The ownership of magic is individual among the Trobrianders and communal among the Azande. In both cases as magic becomes a common possession it loses in efficacy and new magic must be created. The chief purpose of this paper is to show that differences in the form of the institution, in particular between two societies, can be explained by showing the variation in social structure between these societies.—C. M. Dierssen (Cincinnati).

1641. Geck, L. H. Social psychology in Germany. *Sociol. & Soc. Res.*, 1929, 13, 303-314.—(Courtesy *Social Science Abstracts*).

1642. Glueck, S., & Glueck, E. T. Predictability in the administration of criminal justice. *Ment. Hygiene*, 1929, 4, 678-707.—The investigation upon which this article is based traced the histories of all former inmates of the Massachusetts reformatory whose parole periods expired during the years of 1921 or 1922. They comprised a total of 510 cases. By rating an offender's conduct and mentality one can construe instruments whereby lawyers, judges and parole boards might predict with reasonable certainty the future history of various types of criminal offenders, and to render their work more scientific than it is today. The article presents the method of investigation and the tabulated results.—H. M. Bossard (Clark).

1643. Gould, K. M. Cinepatriotism. *Soc. Forces*, 1928, 7, 120-129.—(Courtesy *Social Science Abstracts*).

1644. Groves, E. R. Recent changes in family mores. *Rel. Educ.*, 1930, 25, 26-30.—The amount of mutual association in the family circle has greatly decreased of late years, since husbands and wives have divergent interests that take them from home.

The mother has become more than the father the center of family authority. Children remain at home less and are more frequently removed from home influences when these are found to be unwholesome. The greater economic equality of men and women and the increased tendency to find sexual satisfaction outside of family life have also made the family ties weaker. If family life is to survive, it must demonstrate its advantages over any other form of association.—*J. P. Hylan* (Stoneham, Mass.).

1645. Gutierrez, N. C. *Hacia una concepción biológica del arte.* (Toward a biological conception of art.) *Amauta*, 1929, 22, 17-31.—(Courtesy *Social Science Abstracts*).

1646. Häberlin, P. *Allgemeine Aesthetik.* (General esthetics.) Basel: Kober'sche Verlag, 1929. Pp. 322. M. 12.80.—*W. S. Hunter* (Clark).

1647. Hall, R. B. *Société Congo of the Ile à Gonave.* *Amer. Anthropol.*, 1929, 31, 685-700.—The purely African population of the Ile à Gonave, a small isolated island near the coast of Haiti, has developed secret societies which dominate the whole economic and social life. They are of special interest as being more closely allied to African elements than is the case on the main island. The general name for such societies is the Société Congo, from the chief source of origin of the natives. The purpose of these organizations is fourfold: (1) They are cooperative labor groups; (2) they protect the members; (3) they serve as mutual benefit societies; (4) they provide social entertainment. They also perform disciplinary and religious functions, though this is not their specific purpose. Each society is composed of about thirty members, all of whom hold office of some kind. There are no age or sex limitations. Each society has its own songs, dances, insignia, costumes, archives and ceremonies. They carry on the agricultural work of each member in turn as a group, which is then feasted at the individual's expense. Work is organized by a leader and accompanied by songs. The society takes charge of weddings and funerals, assists the aged or incapacitated, protects its members against marauders and dishonest tax collectors, and punishes members for refusal to work or infringement of rules. The author gives a detailed account accompanied by photographs of the most famous society, known as the Model de Paris. In its organization, the influence of Indian, French and primarily composite African elements can be seen.—*C. M. Diserens* (Cincinnati).

1648. Hamblly, W. D. *The serpent in African belief and custom.* *Amer. Anthropol.*, 1929, 31, 655-666.—The subject of serpent worship has suffered from hasty generalizations and a lack of detailed treatment. No distinction has been made between art, cult and superstition, and no adequate maps of the distribution of serpent worship are extant. The author attempts to remedy these and other defects of previous studies by (1) a classification of data relating to serpent beliefs in Africa, (2) a discussion of the zoological and geographical sources of the

beliefs, and (3) a survey of data relating to transformations and reincarnations of man into the serpent form. A summary of the structure and habits of snakes yields ample grounds for the acceptance of the indigenous origin of African snake beliefs. The author dismisses the idea of an Egyptian or Semitic origin, although he admits that certain influences from Arab folk-lore are present. Many of the practices in connection with serpent worship seem to have traveled across Africa from East to West. In a summary, Hamblly says that "African snake beliefs are logically classified into python worship, ideas of fecundity, phallicism, and productiveness generally. Further, there is a reincarnation-transformation-totemic complex of ideas. The rainbow-snake and guardian monster myths form a class of ideas. There is a series of beliefs centering around immunity from and power over snakes." In short, "snake beliefs are fundamentally concerned with transmigration, reincarnation and fecundity. They have therefore a dynamic force in all grades of society, because the concepts are concerned with what is elementary and basic." A bibliography is appended.—*C. M. Diserens* (Cincinnati).

1649. Hankins, F. H. *Racial relationships and international harmony. III. The question of racial equality.* *World Unity*, 1929, 4, 104-113.—(Courtesy *Social Science Abstracts*).

1650. Hart, B. H. L. *Hannibal and Rome.* *Atl. Mo.*, 1928, 532-542.—The career of Hannibal in Italy and after Zama, in the Near East, is to be interpreted as the outlet to the psychological workings of the primitive instinct of revenge.—(Courtesy *Social Science Abstracts*).

1651. Highfill, R. D. *Effects of news and crime and scandal upon public opinion.* *Amer. Law Rev.*, 1928, 62, 13-93; *J. Comp. Leg.*, 1926, 17, 40-103.—This analysis is based upon detailed study of a long series of newspaper articles appearing in prominent American dailies over many years. After a brief statement of the problem and its difficulties, the author discusses the findings of Lombroso, Ferri, Parmelee and others. These agree that presentation of news of crime helps to induce crime, especially in the weak and suggestible and those with criminal predilections. He then discusses a doctor's thesis (University of Chicago, 1911), by Miss Frances Fenton, which shows quantitatively "an alarming predilection among newspapers for anti-social news" and qualitatively "definite anti-social news culminating in definite anti-social facts." To supplement these findings the present author makes an analysis of specific objectionable elements of form and substance in the presentation of anti-social news. Among these elements are (1) sensational reports leading to racial prejudice and mob lynchings; (2) favoring hero worship of the criminal; (3) presenting precise details on how crimes were performed; (4) using vicious "streamers," "heads," etc. The only cure for these evils appears to be a code of ethics among newspapers which will make them consent "to forego 'scoops' for the public good" and

treat crime more critically, soberly, and constructively. Highfill also suggests the idea of a "criminological expert" over whose desk all stories of crime and scandal should pass before being distributed or printed. He concedes that even now the newspaper occasionally plays a constructive rôle in crime prevention and detection.—*E. M. Pilpel* (Yale).

1652. Hirsch, M. Das Strafmündigkeitsalter der weiblichen Jugendlichen in konstitutionbiologischer Betrachtung. (The "age of punishability" of female juvenile delinquents considered from the point of view of constitutional biology.) *Zsch. f. d. ges. Strafrechtswiss.*, 1929, 49, 441-451.—(Courtesy *Social Science Abstracts*).

1653. House, F. N. Social change and social science. *Soc. Forces*, 1928, 7, 11-17.—Modern social science is the result of the attempt to make human behavior in a changing world intelligible.—(Courtesy *Social Science Abstracts*).

1654. Hurlock, E. B. *The psychology of dress: an analysis of fashion and its motives*. New York: Ronald Press, 1929. Pp. viii + 244. \$3.50.—The book studies the "causes and characteristics of the fashion impulse" in the realm of clothing and personal adornment. There are twelve chapters. They deal with such topics as: the origin of clothes; fashion motives; the rise and fall of fashions; the arbiters of fashion; the rôle of sex in fashion; the rôle of age in fashion; fashion martyrs and reformers; and fashion as a mirror of the times. The desire for approval from one's fellows is emphasized as fundamental in the origin of clothes and the fashion impulse. The basic reason for the rise and fall of fashion is a desire for class distinction. In developing the various topics many illustrations are given, both from the different countries of the world and from various periods of history. Fifteen illustrations and a bibliography of 83 titles are included.—*L. W. Gellermann* (Clark).

1655. Hurlock, E. B. Motivation in fashion. *Arch. of Psychol.*, 1929, No. 111. Pp. 71.—The investigation was carried out with the purpose of throwing light on the motives that guide people in their subjection to fashion and its constant change. The questionnaire used in this study was based on suggestions from the works of Hall, Flaccus and Rusling, and from many theories and suggestions. Some of the twenty-one questions were: Do you dress to win the approval of your own sex or of the opposite sex? Do you choose your dress with the idea of covering up certain of your defects? Is your feeling of self-confidence increased by being well and appropriately dressed? 68% of boys, 64% of girls testified that they dressed for their own sex, while 3% of men and 13% of women did. Boys and girls are more "clothes-conscious" in the presence of their own sex than of the opposite, while older men and women consider both sexes rather than either one. 95% of men and 82% of women said that they always consider the usefulness of clothes, while 92% of men and 82% of women said they always consider

the cost. 65% of women said that becomingness of a color was chief motive, while 23% said that utility was. Only 8% of men and 4% of women said fashionableness of color influenced them. This is a contradiction to fashion experts, who say that colors come and go in response to fashion. 72% of women and 38% of men choose their clothes with the idea of covering certain defects; old women said this more than younger ones. Men are less affected by "style-copying" than women. A bibliography is appended.—*E. M. Achilles* (Columbia).

1656. Hutcheson, J. C., Jr. The judgment intuitive: the function of the "hunch" in judicial decision. *Cornell Law Quar.*, 1929, 14, 274-288.—(Courtesy *Social Science Abstracts*).

1657. Hutchins, R. M., & Slesinger, D. Some observations on the law of evidence. *Memory. Harvard Law Rev.*, 1928, 41, 860-873.—"The common legal assumptions in regard to memory come most clearly to the surface in the rules governing present recollection revived, past recollection recorded, and cross-examination to impeach." At the discretion of the court, during cross-examination, a witness may be examined as to his memory of events quite unconnected with his testimony, on the assumption that if he forgets one kind of thing he will also forget another. "This rule depends on the doctrine that memory is a single entity which is either good or bad as a whole." But this doctrine derives "its authority from a defunct psychology, which divided the human mind into a number of faculties, each operating as a unit. . . . The application of the scientific method to educational problems revealed the inadequacy of faculty psychology." "The legal psychology of memory . . . insofar as it is a faculty psychology is outworn, and may as easily be abandoned by the courts as it has been by the psychologists. Insofar as it stresses the importance of time in past recollection recorded, it is headed in the right direction, but suffers from minor aberrations (such as the failure to recognize that the curve of forgetting is a curve and not a straight line), which may be escaped through taking a little thought. Insofar as it permits of refreshment of recollection through 'a song, or a face, or a newspaper item,' it is on none too solid ground (since false recognition may lead to false recollection), but ground which may be made somewhat steadier through knowledge of the interaction of recognition and recall. . . . Already the psychologists have discovered much which affects fundamental legal conceptions of memory. By careful use of their proved results in these and other fields, we may yet build a law of evidence more closely related to the facts of human behavior."—*E. M. Pilpel* (Yale).

1658. Hutchins, R. M., & Slesinger, D. Some observations on the law of evidence. Consciousness of guilt. *Univ. Penn. Law Rev.*, 1929, 77, 1-16.—"Consciousness of guilt" is an idea of strong appeal to both lawyers and laymen, although weaknesses in this kind of testimony have not gone undetected. "When we come to consider what may be used to

evidence it, we find that the rule is as broad as it is popular." "In the field of modern medicine, developments have indicated that evidence from consciousness should be accepted with some hesitation." "Since, to the scientific mind, this consciousness is only a hypothesis, the relevancy with which we are concerned is not of consciousness of guilt to prove commission of crime, but of certain observable behavior like flight or lying to prove its commission." Much investigation has been given this field, and psychological observation has shown that "'guilty' behavior frequently appears although any guilty act may be remote, imagined (in some pathological cases), or entirely 'unconscious' (in the Freudian sense). (Pathological lying must also be considered.) And further, people behaving thus guiltily without apparent cause are frequently able to remember similar desires, acts, etc., that occurred in early childhood. Whether these early experiences are the stimuli whose response was the later guilty behavior; and how they became so is beside the point. That the cases are frequent in which the 'guilty' behavior is correlated with no crime whatever is important. For here we have a general hypothesis covering many cases which has as good a chance of being usable in any particular instance as the guilty consciousness hypothesis." "It is important, therefore, that when consciousness of guilt is relied on by the prosecution, careful attention be given to the alternative explanations of his conduct advanced by the accused, including such data as may appear through a psychiatric examination."—E. M. Pilpel (Yale).

1659. Jensen, H. E. *The nature of mores.* *Rel. Educ.*, 1930, 25, 10-17.—In reviewing the history of social conduct we find that certain conventions have survived because of their fitness. When these have become so firmly entrenched as to be objects of moral incentive, they are called mores. These mores are learned and respected through social contact and imitation, and in primitive life are seldom questioned. When, however, life becomes more complicated and mores of different cultures come into conflict, competing authority and confusion result. This is the case at the present time. The only way to develop consistency is to apply scientific method to the genetic and comparative study of human experience.—J. P. Hylan (Stoneham, Mass.).

1660. Jung, C. G. *Das Seelenproblem des modernen Menschen.* (The spiritual problem of modern men.) *Europäische Rev.*, 1928, 4, 700-715.—(Courtesy *Social Science Abstracts*).

1661. Kahn, M. C. *Notes on the Saramaccaner bush negroes of Dutch Guiana.* *Amer. Anthropol.*, 1929, 31, 468-490.—The Djukas or bush negroes of Dutch Guiana are the descendants of slaves who have reverted to a primitive condition; they constitute three tribes. They are of the conventional West African, strictly negroid, physical type and of almost pure African blood. They appear to be intelligent, are very temperate, possess a well-developed sense of humor, cooperate readily with one another

and show profound distrust of the white man's culture as well as dislike of its details. There is little intertribal intercourse, each tribe being jealous of land and river rights, which within the tribes are shared communally, as are most other objects and activities. Each tribe is ruled by a king or head man. Men hold all public offices and are the heads of family, clan and tribe, but descent is matrilineal. Polygamy is widely practiced and sexual ethics are crude and loose. Medicine is both herbal and magical, there being a special medicine city from which whites are excluded. Much attention is given to the magical elaboration of a remedy against poisonous serpents. Religion consists largely of Voodoo and Obeiah rites and the natives are especially careful in their conduct towards serpents. There are also village and house gods as well as personal fetishes. All deaths are ascribed to witchcraft and the native doctors hold a curious ceremony of questioning the corpse to discover the culprit. Superstitions are numerous, among them the fear of being photographed. Dances are of two types, (1) ceremonial or religious, and (2) for social entertainment. The latter are highly lascivious in character and complicated in form. The ordinary language is a mixture of Dutch, French, Portuguese and West African dialect. A special language composed chiefly of West African words is used in songs and Voodoo ceremonies. Art is represented by well-developed wood carving reminiscent of West Africa. The article offers much information on the purely material culture of the tribes and is followed by a series of photographs of bush negro art objects.—C. M. Diserens (Cincinnati).

1662. Kenyon, T. *Witches still live; a study of the black art today.* New York: Ives Washburn, 1929. Pp. 379. \$3.50.—W. S. Hunter (Clark).

1663. Knibbs, G. H. *The better distribution of the human race.* *Scientia*, 1930, 47, 31-44.—Population density is dependent not only upon the physical resources of a region, but also upon the ability of the population to avail itself of those resources. These factors are subject to unpredictable variations which render mathematical curves impractical in estimating optimum conditions. The physical, intellectual and social heterogeneity of the human race accounts for differences in absorbatibility. There is urgent need, but no administrative nor statistical machinery, for a world survey to deal with the better distribution of mankind by guiding his future migrations.—R. G. Sherwood (Redmond, Wash.).

1664. Kroll, W. *Die Religiosität in der Zeit Ciceros.* (Religious sentiment in the time of Cicero.) *Neue Jahrb. f. Wiss. u. Jugendlid.*, 1928, 4, 519-531.—(Courtesy *Social Science Abstracts*).

1665. Landé, W. *Religionsunterricht.* (Religious instruction.) Berlin: Wiedmann, 1929. Pp. 345. M. 6.00.—W. S. Hunter (Clark).

1666. Langer, S. K. *A set of postulates for the logical structure of music.* *Monist*, 1929, 39, 560-570.—Every universe of discourse has its logical structure—its catalogue of possibilities. Where

great complexity of structure is present, as in the case of music, a merely enumerative inventory of possibilities is impracticable. Guided by the principles of symbolic logic, the author presents a series of postulates and theorems for the construction of such a logic of any possible system of music. Additional postulates for particular types of music, such as Gaelic, Hawaiian or Chinese, may be correlated with the primary set. From such a set of logical principles, indeed, any possible type of music may be deduced. Such an algebra of music may perhaps be extended to the other arts, thus providing fundamental principles for a rational science of esthetics.—C. M. Diserens (Cincinnati).

1667. Lehner, S. The blood theory of the Melanesians, New Guinea. *J. Polynesian Soc.*, 1928, 37, 426-450.—The magical properties of blood are described.—(Courtesy *Social Science Abstracts*).

1668. Leppmann, F. Weibliche Generationsphasen und Kriminalität. (Generative phases and criminality in women.) *Arch. f. Frauenkunde*, 1928, 14, 292-321.—(Courtesy *Social Science Abstracts*).

1669. Lesser, A. Kinship origins in the light of some distributions. *Amer. Anthropol.*, 1929, 31, 710-730.—The Omaha and Crow type systems of kinship nomenclature have a striking distribution in North America; the object of this paper is to determine the implications of the general distributions of these two characteristic types of kinship terminology. A further object is to summarize the limitations these set on certain interpretations of the system. Extreme points of view on the determinants of kinship terminologies have been taken by Rivers and Kroeber. The former stresses "rigorous causation through sociological factors," the latter the rôle of linguistic and psychological phenomena. Examination of the data shows that these two positions are not unalterably opposed in essentials, and the difference between the interpretations is one of emphasis. The Omaha type of kinship system is probably correlated with patrilineal exogamic organization, patrilocal residence and wife's-brother's-daughter marriage, while the Crow type of system is correlated with matrilineal exogamic organization, matrilocal residence and possible husband's-sister's-son marriage. Data from other regions confirm this view. The distributions of the two kinship systems point to their repeated origins and to their diffusion or the diffusion of their determinants within limited areas. No evidence appears concerning the origins of exogamic organizations, save evidence which strengthens the thesis that such organizations have probably originated independently in a variety of ways.—C. M. Diserens (Cincinnati).

1670. Mandolini, H. Los fanáticos criminales. (Criminal fanatics.) *Rev. crim. psiquiat. y med. legal*, 1928, 15, 521-526.—(Courtesy *Social Science Abstracts*).

1671. Marett, E. B. Power and goodness in the primitive conception of the divine. *Hibbert J.*, 1928, 27, 63-77.—(Courtesy *Social Science Abstracts*).

1672. Masson-Oursel, P. Les traits essentiels de la psychologie indienne. (The essential traits of Indian psychology.) *Rev. phil.*, 1928, 53, 418-429.—(Courtesy *Social Science Abstracts*).

1673. Meinhof, C. The basis of Bantu philology. *Africa*, 1929, 2, 39-56.—(Courtesy *Social Science Abstracts*).

1674. Michels, R. Nuovi studi sulla provenienza sociale degli studenti universitari. (Recent studies on the social classes supplying university students.) *Educ. Fascista*, 1928, 6, 733-755.—(Courtesy *Social Science Abstracts*).

1675. Miner, J. R. Nativity and parentage of the population of the United States and the homicide rate. *Human Biol.*, 1929, 1, 274-278.—The large influx of foreign born into the United States has been correlated with a decrease rather than an increase in the homicide rate. The correlations of homicide rate and percentage of nativity in the U. S. registration states are as follows: foreign born whites, -0.472 ± 0.084 ; native whites of foreign and mixed parentage, -0.526 ± 0.079 ; native whites of native parentage, $+0.530 \pm 0.079$. For registration cities the correlations are similar. The differences between the correlations for different ethnic stocks are not significant.—O. W. Richards (Clark).

1676. Miner, J. R. Church membership and the homicide rate. *Human Biol.*, 1929, 1, 562-564.—The correlation between homicide rate and the percentage of church members in the United States (1922 census) is -0.034 ± 0.098 . For the proportion of Roman Catholics the correlation is -0.493 ± 0.083 and for the Methodists and Baptists the correlation is $+0.389 \pm 0.097$. Racial factors enter into these correlations, so that they may not apply directly.—O. W. Richards (Clark).

1677. Murray, A. V. The school in the bush. New York: Longmans, Green, 1929. Pp. xiii + 413. \$5.00.—A study of the practice and theory of native education in Africa from the point of view of the English mission school. The author disagrees with the anthropologists who hold that a characteristically African culture should be preserved. This, he believes, the mere presence of the European has made impossible. "For good or ill the African is now in the stream of the world's life." The rationale of African education, therefore, should be to give to the natives European culture.—D. Katz (Princeton).

1678. Nelson, W. Recidivism in a juvenile court under psychiatric guidance. *Southern Med. J.*, 1929, 22, 793-802.—R. R. Willoughby (Clark).

1679. Overholser, W. Use of psychiatric facilities in criminal courts in the United States. *Ment. Hygiene*, 1929, 4, 800-808.—The article reports the results of questionnaires sent to 115 criminal (and juvenile) courts of the United States. 78 courts, located in 26 states, replied. This is supplementary to a preliminary survey. Questionnaire and tabulated results are given.—H. M. Bosshard (Clark).

1680. Overholser, W. The place of psychiatry in the administration of criminal law. *New England J. Med.*, 1929, 201, 479-484.—R. R. Willoughby (Clark).
1681. Parsons, E. C. Ritual parallels in Pueblo and plains cultures, with a special reference to the Pawnee. *Amer. Anthropol.*, 1929, 31, 642-654.—C. M. Dierens (Cincinnati).
1682. Patrizi, M. L. Il dinamismo dei bisogni e la criminalità. (The dynamics of needs and criminality.) Bologna: Stabilimenti Poligrafici Riuniti, 1928. Pp. 34.—Needs are the sources of crime. They are divisible into material and mental: to the former belong hunger, thirst, sexual requirements, desire for alcohol, narcotics, sleep, warmth, light, etc.; to the latter belong the intellectual, esthetic, and political wants. Each factor is considered in its connection with criminality. The author deems it a dangerous error to base the determination of criminal character on the somatic conformation of the individual. The task of criminal anthropology is to establish the relation between the intensity of the urge and the strength of the inhibiting, controlling capacity, as everything else is contingent upon this.—A. Angyal (Torino).
1683. Patrizi, M. L. La criminalità della specie. (The criminality of the species.) *Riv. psicol.*, 1928, 24, 133-146.—(Courtesy *Social Science Abstracts*).
1684. Polwarth, L. The young offender. *Police J.*, 1929, 2, 51-61.—(Courtesy *Social Science Abstracts*).
1685. Probst, J. H. Magie fondrière de civilisés et de non civilisés: identité de nature et différences de degrés. (The magic fundamental to the civilized and the uncivilized: similarity in nature but differences in degree.) *Rev. int. de sociol.*, 1929, 37, 271-279.—(Courtesy *Social Science Abstracts*).
1686. Pruette, L. The instinct (?) of race prejudice. *World Tomorrow*, 1928, 11, 304-305.—(Courtesy *Social Science Abstracts*).
1687. Raphael, T., Labine, A. C., Flinn, H. L., & Hoffman, L. W. One hundred traffic offenders. *Ment. Hygiene*, 1929, 4, 809-824.—A study of 100 fairly unselected traffic offenders who passed through the Detroit Recorder's Court during December, 1928. An appreciable percentage were mentally unfit drivers. Increased strictures in license examinations, including scrutiny of mental and personality traits, is suggested. The question of probational licenses is considered. 58 brief summaries of incompetent drivers, with tabulated results, are given.—H. M. Bossard (Clark).
1688. Rattray, R. S. Some aspects of West African folk-lore. *J. African Soc.*, 1928, 28, 1-11.—(Courtesy *Social Science Abstracts*).
1689. Raven, A. Normal and abnormal psychology in relation to social welfare. *Sociol. Rev.*, 1929, 21, 125-134.—(Courtesy *Social Science Abstracts*).
1690. Redfield, R. The material culture of Spanish-Indian Mexico. *Amer. Anthropol.*, 1929, 31, 602-618.—The material culture of present-day rural Mexico, in contrast to the non-material culture, preserves almost unmodified a large number of pre-Columbian traits. This is an objective classification interesting to the historian of culture. There is also a subjective classification of such culture traits into primary and secondary, based on the attitude of the rural Indian population to modern industrial civilization. The article closes with a tabular statement of elements representing the various categories suggested.—C. M. Dierens (Cincinnati).
1691. Reibergall, F. Zur Frage der religiösen Phantasie. (Concerning religious phantasy.) *Zsch. f. Religionspsychol.*, 1928, 1, 25-49.—(Courtesy *Social Science Abstracts*).
1692. Ruiz-Funes, M. Criminalidad y endocrinología. (Criminality and endocrinology.) *Rev. bimestre Cubana*, 1928, 24, 481-512.—(Courtesy *Social Science Abstracts*).
1693. Ruiz-Funes, M. El proyecto de ley argentina sobre el "estado peligroso." (The proposed Argentine law on the "dangerous class.") *Rev. crim. psiquiat. y med. legal*, 1928, 15, 422-445.—(Courtesy *Social Science Abstracts*).
1694. Sapir, E. The meaning of religion. *Amer. Mercury*, 1928, 15, 72-79.—(Courtesy *Social Science Abstracts*).
1695. Schneidemühl, G. Handschrift und Charakter. (Handwriting and character.) Leipzig: Griebe, 1929. Pp. xvi + 351. M. 12-15.—W. S. Hunter (Clark).
1696. Sheridan, H. J. Growth in religion; an introduction to psychology for teachers of religion. Nashville, Tenn.: Cokesbury Press, 1929. Pp. 192. \$1.00.—W. S. Hunter (Clark).
1697. Sorokin, P. A., & Zimmerman, C. C. Farmer leaders in the United States. *Soc. Forces*, 1928, 7, 33-46.—(Courtesy *Social Science Abstracts*).
1698. Spencer, C. E. Methods of detecting guilt: word association, reaction-time method. *Oregon Law Rev.*, 1929, 8, 158-166.—This article is essentially a critical review of a recent monograph by Crosland. This monograph deals with the detection of guilt by means of the study of reaction time in word associations, but also includes a bibliography of three other techniques for detecting guilt, namely, (1) measuring the movements of breathing and the time required for inspiration and expiration, (2) recording the beating of the heart, the circulation of the blood and the systolic blood pressure, and (3) recording the changes in the psychogalvanic reflex during emotional states. The present author quotes from this monograph in detail, showing the precise procedure used in obtaining the preliminary data on the "crime," building the word list, giving it to suspects and neutrals, and evaluating the results. The monograph also gives a complete history of the work

previously done in this field. Crosland has applied the word association method in seven concrete cases, five of stealing, one of cheating, and one of forgery. "In all instances but one," he says, "we have been instrumental in the obtaining of a final confession. This exception is the case of forgery." The monograph shows in detail the evidence revealed by the experiments which led to the final conclusions of guilt. The criteria used were delayed reaction-time, reaction to previous stimulus word, neologism reaction, failure to react, emotion during reaction, etc. Innocent persons often gave indications of guilt in several criteria, but never in nearly so many or in so great a degree as the person later proved guilty. The present author's own conclusion is that "the legal fraternity is probably more open-minded now than ever before, and in view of results such as those described by Dr. Crosland evidencing the progress that is being made, there seems every likelihood that our legal system will gradually incorporate the aids psychology has to offer in crime detection. As Wigmore (legal expert on evidence) says: "Whenever the psychologist is ready for the courts, the courts are ready for him!"—E. M. Pilpel (Yale).

1699. Springorum, F. Ueber das Sittliche in der Aesthetik Johann Georg Sulzers. (On the ethical in the esthetics of Johann Georg Sulzer.) *Arch. f. d. ges. Psychol.*, 1929, 72, 1-42.—The article treats of the slow growth and popularization of esthetics in Germany and of the influence that Sulzer had on this process by the publication of his *Allgemeine Theorie der schönen Künste* in 1771. Springorum puts the greatest emphasis on the exposition of the moralizing tendencies in Sulzer's esthetics. Besides the citation of Sulzer's own ideas, we find a discussion of the philosophical schools and systems by which he was influenced and of the reciprocal relations between him and Kant. Sulzer is a pure rationalist and his theory of nature is entirely teleological. Art should not be a slavish but a free imitation of nature. He says: "The true imitation of nature is the fruit of an exact observation of the moral intentions that we can discover in nature, and of the meanings by which these are realized." The task of the arts for him consists in the excitation of the human soul that shall lead it towards moral deeds. The highest part of the fine arts, however, is the creation of high ideals, for these alone insure man's moral significance. Kant insists that an esthetic judgment is formed quite without the aid of logical perception. Sulzer, however, had recognized that esthetic judgment is not merely a matter of sentiment and emotion, but that the higher forms of esthetic appreciation presuppose a logical perception of structural relations. This would show that Sulzer is not a forerunner of Kant, but that he arrived at conclusions that have only much later found recognition. His division of the powers of the soul is almost the same as Kant's—intellect, taste (emotion) and moral sentiment (will). This division makes Sulzer one of the founders of the *Dreiwermögenslehre*. His chief merit lies in the appreciation of the emotional abili-

ties as opposed to the intellectual abilities. He does not consider the appreciation of beauty as an end in itself for the fine arts, but beauty as created by nature as well as by art is only a means for the elevation of the heart and the enhancement of moral ideals. For him the perfection of nature is the ultimate foundation of morality in the world.—H. M. Beckh (München).

1700. Steward, J. H. Diffusion and independent invention. *Amer. Anthropol.*, 1929, 31, 491-495.—This is an inquiry into the logical implications of the diffusion controversy, and an attempt to formulate the principles implicit in the discussion. An unbiased methodology will involve three principles which can be stated only in terms of probabilities. When an identical culture element is found in two or more localities the probability that independent invention has occurred is (1) "directly proportionate to the difficulty of communication between localities; (2) directly proportionate to the uniqueness of the element—the qualitative criterion; (3) inversely proportionate to the probability of derivation from a common ancestral culture." As supplements to the first principle it is stated that "(a) the probability of independent invention is inversely proportionate to the number of traits shared by the two localities—the quantitative criterion; (b) the probability of independent invention is inversely proportionate to the elapsed time since the appearance of the trait in either locality." A probable supplement to the third principle is that "the probability of derivation from a common ancestral culture is proportionate to the number of elements shared by the localities." The final solution of any diffusion problem rests upon a summation of the probabilities derived from these principles and their corollaries, but the principles must be used and weighted in logical separation.—C. M. Diserens (Cincinnati).

1701. Sutherland, E. H. The person versus the act in criminology. *Cornell Law Quar.*, 1929, 14, 159-167.—(Courtesy *Social Science Abstracts*).

1702. Talbot, P. A. The earth goddess cult in Nigeria. *Edinburgh Rev.*, 1929, 250, 168-177.—(Courtesy *Social Science Abstracts*).

1703. Thurnwald, R. Varianten und Frühformen des Denkens und der Gestaltung. *Prælogik?* (Variants and primitive forms of thought and configuration; a pre-logic?) *Zsch. f. Völkerpsychol. u. Soziol.*, 1928, 4, 324-330.—(Courtesy *Social Science Abstracts*).

1704. Torday, E. The morality of African races. *Int. J. Ethics*, 1929, 39, 167-176.—(Courtesy *Social Science Abstracts*).

1705. Vierkandt, A. Die Theorie der Gruppe. (The theory of the group.) *Arch. f. angew. Soziol.*, 1929, 2, 1-11.—(Courtesy *Social Science Abstracts*).

1706. Villalobos, D. C. [The language of the future.] *Nosotros*, 1929, 23, 54-62.—(Courtesy *Social Science Abstracts*).

1707. Visher, S. S. Ecology of American notables. *Human Biol.*, 1929, 1, 544-554.—The origin of various notables from academy membership lists, biographical directories, etc., were determined and analyzed. No single factor such as soil fertility, topography, etc., correlated with the birthplaces, but combinations of several such factors with climate to produce areas where superior people can make a livelihood congenitally are conducive to the production of notables. A general northward and southward decline of births was noted in this country.—O. W. Richards (Clark).

1708. Visher, S. S. Indiana county contrasts in criminality and insanity. *Indiana Bull. Charities & Corrections*, 1928, 446-450.—(Courtesy *Social Science Abstracts*).

1709. Visher, S. S. Contrasts among Indiana counties in their yield of prominent persons. *Proc. Indiana Acad. Sci.*, 1929, 38, 217-224.—(Courtesy *Social Science Abstracts*).

1710. Vollmer, A. Coordinated effort to prevent crime. *J. Crim. Law & Crimin.*, 1928, 19, 196-210.—The author stresses the need of a thorough program of prevention, concentrating attention upon the source of crime, the problem child.—(Courtesy *Social Science Abstracts*).

1711. Wallis, W. D. Magnitude of distribution, centrifugal spread, and centripetal elaboration of culture traits. *Amer. Anthropol.*, 1929, 31, 755-771.—C. M. Diserens (Cincinnati).

1712. Westermarck, E. On the study of popular sayings. *Nature*, 1928, 122, 701-703.—(Courtesy *Social Science Abstracts*).

1713. Wilkinson, F. Social distance between occupations. *Sociol. & Soc. Res.*, 1929, 13, 234-244.—(Courtesy *Social Science Abstracts*).

1714. Willey, M. M. The influence of social change on newspaper style. *Sociol. & Soc. Res.*, 1928, 13, 30-37.—(Courtesy *Social Science Abstracts*).

1715. Wilson, E. E. The responsibility of crime. *Opportunity*, 1929, 7, 95-97.—(Courtesy *Social Science Abstracts*).

1716. Zobel, A. Darstellung und kritische Würdigung der Sprachphilosophie John Lockes. (Statement and critical evaluation of John Locke's doctrine of speech.) *Anglia-Zsch. f. engl. Philol.*, 1928, 52, 298-324.—The *Essay Concerning Human Understanding* has been rearranged from a psychological viewpoint and criticized, with favorable conclusions.—(Courtesy *Social Science Abstracts*).

[See also abstracts 1476, 1505, 1511, 1519, 1524, 1527, 1532, 1537, 1549, 1550, 1557, 1577, 1585, 1595, 1596, 1597, 1599, 1739, 1760, 1767, 1786, 1799, 1813, 1843, 1846.]

INDUSTRIAL AND PERSONNEL PROBLEMS

1717. Berry, W. S., & Gates, A. B. An employee training program. *Personnel*, 1928, 5, 226-230.—(Courtesy *Social Science Abstracts*).

1718. Bingham, W. V. Industrial psychology. *Bull. Taylor Soc.*, 1928, 13, 187-198.—(Courtesy *Social Science Abstracts*).

1719. Bur. Pub. Person. Admin. Staff. Some trends in public personnel administration. *Pub. Person. Stud.*, 1929, 7, 150-158.—A review of the present status reveals certain trends which involve a somewhat unsettled situation in the progress of centralized administration. There is apparent a movement to employ men and women college-trained in courses dealing with principles of organization, psychology in personnel work, statistics, the organization and analysis of standardized test results, and the application of the scientific method to the solution of technical problems. Accompanying this is a tendency to develop more comprehensive research programs, increase technical staffs where purely clerical forces have previously been employed, and to raise the general scale of salaries. Lack of esteem by many political, financial and legislative authorities resulting in limitations of possible service has brought a conscious effort for independent public personnel agencies to seek closer relationships with the budgetary and administrative offices in their respective jurisdictions.—K. M. Cowdery (Stanford).

1720. Bur. Pub. Person. Admin. Staff. Suggested tests for occupational therapist. *Pub. Person. Stud.*, 1929, 7, 159-163.—For the selection of occupational therapists to organize and supervise programs of occupational training for hospital inmates, particularly of the insane, a test battery is proposed consisting of a fifteen-minute test of memory for oral directions and nearly two hours of self-administering short-answer items, dealing with the terms, materials, and practices standard in the profession, understanding of printed matter, and "social intelligence." Supplementary statements of education and experience, with a personal interview for evaluating personality traits, are recommended if not too heavily weighted in the battery. The material is as yet unstandardized.—K. M. Cowdery (Stanford).

1721. Correggiari, A. La prova dei fatti. (The evidence of facts.) *Securitas*, 1929, 11, 1-8.—The author reports the results of a plan of accident prevention developed by him in a large Lombard factory from 1926 to 1928. The gross number of accidents was reduced by 26%, the number of permanent invalids by 43%, and the amount of compensation insurance by 30%.—A. Angyal (Torino).

1722. Davies, A. M. H. Machinery and the workman. *J. Nat. Instit. Indus. Psychol.*, 1928, 4, 228-236.—(Courtesy *Social Science Abstracts*).

1723. Foa, G. Lavoro e fatica industriale. (Work and industrial fatigue.) *Atti soc. ital. prog. sci.*, 1929.—A short popular account of the difficulty and progress of rationalization in industry.—A. Angyal (Torino).

1724. Fraser-Harris, D. F. Some psycho-physiological aspects of industry. *J. State Med. (London)*, 1929, 37, 594-601.—R. R. Willoughby (Clark).

1725. Gemelli, A. Osservazioni generali e ricerche sperimentalni sulla selezione dei piloti di aviazione. (General observations and experimental researches on the selection of pilots for aviation.) *Riv. psicol.*, 1929, 25, 121-138; 180-194.—A criticism of methods used in the selection of pilots on the basis of the investigator's own studies, and suggestions as to what aspects of psychological functioning (i.e., resistance to emotional stress, distribution of attention) are most essential for the making of a successful pilot.—*T. M. Abel* (Sarah Lawrence).
1726. Haggerty, M. E. Occupational destination of Ph.D. recipients. *Educ. Rev.*, 1928, 9, 209-218.—(Courtesy *Social Science Abstracts*).
1727. Ho, C. J. Personnel factors and turnover of sales clerks. *Indus. Psychol.*, 1928, 3, 358-361.—(Courtesy *Social Science Abstracts*).
1728. Houssay, B. A. Fisiología del trabajo muscular y de la fatiga en la industria. (Physiology of muscular labor and of fatigue in industry.) *Bol. del Museo Soc. Argentino*, 1929, 17, 150-159.—(Courtesy *Social Science Abstracts*).
1729. Hughes, D. B. R. A comparative study of unemployed and employed boys. *Sociol. Rev.*, 1928, 20, 310-321.—Employed boys have higher intelligence ratings; there is a certain amount of selection on the part of certain firms; both groups fell far short of secondary school boys of the same age in the functions tested; boys' club members were more frequent among the employed; the employed had better housing and were more frequent borrowers of books and attendants at the movies.—(Courtesy *Social Science Abstracts*).
1730. Hull, E. H. A technique in employment for subexecutive positions. *Bull. Taylor Soc.*, 1929, 14, 71-85.—(Courtesy *Social Science Abstracts*).
1731. Kafka, G. Ein Aussageversuch mit Kriminalbeamten. (A reproduction experiment with police officers.) *Zsch. f. angew. Psychol.*, 1928, 31, 173-201.—(Courtesy *Social Science Abstracts*).
1732. Laugier, H. La physiologie et la science du travail. (Physiology and the science of labor.) *Rev. gén. des sci.*, 1929, 40, 266-272.—(Courtesy *Social Science Abstracts*).
1733. Leuck, M. S. Fields of work for women. (Rev. ed.) New York: Appleton, 1929. Pp. 366. \$2.50.—*W. S. Hunter* (Clark).
1734. Maas, W. S. The psychology of international advertising. *Foreign Trade*, 1928, 3, 39-44.—(Courtesy *Social Science Abstracts*).
1735. Miller, C. R. Policies and practices of the Bureau of Educational Service of Teachers College. *Teach. Coll. Rec.*, 1930, 31, 357-363.—A statement for employers who use the "appointment" service for members of the faculty of Teachers College, and for all who write letters of reference about Bureau registrants.—*J. M. Stalnaker* (Purdue).
1736. Mitchell, J. Measuring office output. *Amer. Management Assn., Office Executives Ser.*, No. 35.—(Courtesy *Social Science Abstracts*).
1737. Nyman, R. C. A method of evaluating clerical jobs and employees; designed to serve as a basis for more scientific control of office problems and more intelligent placement of office workers. *Bull. Taylor Soc.*, 1928, 13, 170-173.—(Courtesy *Social Science Abstracts*).
1738. Schoening, H. Zur Psychologie des Verkaufs. (The psychology of selling.) *Werkstaats Technik*, 1928, 22, 559-563.—(Courtesy *Social Science Abstracts*).
1739. Slade, J. A. Law and psychology. *J. Abn. & Soc. Psychol.*, 1929, 24, 212-216.—Legal philosophers are beginning to think in creative terms. Social engineering may not be a far distant science. The processes by which the normal adult may be effectively influenced in his social behavior lie at its foundation and these are problems of psychology rather than of law.—*C. H. Johnson* (Boston Psychopathic Hospital).
1740. South, E. B., & Clark, G. Y. Some uses of psychological tests in schools of nursing. *Amer. J. Nursing*, 1929, 29, No. 12.—68 probationers in two schools of nursing were given a battery of tests, including the Ohio State University Psychological Examination, the Otis Self-Administering, the Pressey Senior Classification, Otis Arithmetic, Thorndike-McCall Reading, and Colgate Personal Inventory. In addition certain measures of scholastic standard were obtained, based on work in physiology, anatomy, and practical work. The authors wished to include a study of motor skills as well, but were unable to find a satisfactory test. On the basis of the combined ratings on these different measures, 10 probationary students were dropped from school, and 58 were retained. The authors believe that a battery of tests, including tests of intelligence, reasoning, speed, accuracy, errors, reading ability, motor skills, and personal traits, should prove very useful in eliminating those students who are not fitted for nursing careers. No data are given as to the success of the students who were retained on the basis of the tests.—*H. Marshall* (Stanford).
1741. Sutton, D. G. Psychology in aviation. *U. S. Naval Med. Bull.*, 1930, 28, 5-13.—The selection of candidates for flying school should be on the basis of a psychological rather than a physical examination. A study to fix the necessary psychological examination is being made. This preliminary report emphasizes the need for adequate consideration of character and emotional traits in addition to intelligence, reaction time, memory, etc. The medical officers making the examinations must have a thorough psychological training.—*C. M. Louttit* (Hawaii). [See also abstracts 1482, 1475, 1496, 1531, 1578, 1609, 1627, 1657, 1687, 1713, 1845, 1850.]

CHILDHOOD AND ADOLESCENCE

1742. Baldwin, B. T. Child development. *Canadian Nurse*, 1929, 25, 607-611.—R. R. Willoughby (Clark).

1743. Chadwick, M. Psychological aspects of illness in young children. V. Convalescence. *Maternity & Child Welfare*, 1929, 13, 290-292.—R. R. Willoughby (Clark).

1744. Crum, G. E. The preschool child; a study program. Chicago: American Library Assn., 1929. Pp. 30.—Questions, organized in twelve lessons with bibliography of seven titles, for the guidance of mothers' child study groups. Based on B. T. Baldwin's *The Young Child*.—R. R. Willoughby (Clark).

1745. De Lima, A., & Fenton, N. Is being an only child a handicap? *Parents' Mag.*, 1929, 4, 14-15; 42-45.—R. R. Willoughby (Clark).

1746. Duprat, E. L'imitation chez l'enfant. (Imitation in the child.) *Rev. phil.*, 1928, 53, 153-154.—(Courtesy *Social Science Abstracts*).

1747. Fries, M. E. Behaviour problems in children under three years of age: their recognition, treatment and prevention. *Arch. Pediatrics*, 1929, 45, 653-663.—(Courtesy *Social Science Abstracts*).

1748. Gardner, G. E. The adolescent "nervous breakdown." *Ment. Hygiene*, 1929, 4, 769-779.—The article describes the nature and records the results of a questionnaire given to college students in an attempt to define the adolescent nervous breakdown. It gives a full description of two cases. No causal relationship can be shown, but the results make clear that these individuals have been maladjusted from an early age and should have the special attention of physicians.—H. M. Bossard (Clark).

1749. Gesell, A. The organization of child guidance and developmental supervision. *Ment. Hygiene*, 1929, 4, 780-787.—The article stresses the importance of careful guidance of the child during the preschool period. It outlines the life periods in a comprehensive organization of child guidance and developmental supervision.—H. M. Bossard (Clark).

1750. Hadfield, J. A. Factors affecting the psychological welfare of children under five. *Maternity & Child Welfare*, 1929, 13, 262-263.—R. R. Willoughby (Clark).

1751. Hutchison, A. Psychological difficulties of childhood. *Maternity & Child Welfare*, 1929, 13, 265.—R. R. Willoughby (Clark).

1752. Kilburn, J. The home adjustment of the problem child. *Canadian Pub. Health J.*, 1929, 20, 437-441.—R. R. Willoughby (Clark).

1753. Kisskalt, K. Probleme der psychischen Hygiene. (Problems of mental hygiene.) *Arch. f. Hygiene*, 1928, 100, 195-210.—(Courtesy *Social Science Abstracts*).

1754. Line, W. A note on child phantasy and identification. *Ment. Hygiene*, 1929, 4, 754-756.—A girl of four years and four months identifies herself with the members of her family and with an

imaginary bad boy, and thus gives an exceedingly clear picture of her own inner experiences. Parents should make use of such projection tendencies. They give an excellent check on their methods of training and a comprehensive picture of the difficulties experienced by their children.—H. M. Bossard (Clark).

1755. Mitchell, A. M. Children and movies. Chicago: Univ. of Chicago Press, 1929. Pp. 205. \$2.00.—W. S. Hunter (Clark).

1756. Müller, P. Die Begriffe der Sechsjährigen. (The conceptions of 6-year-old children.) *Arch. f. d. ges. Psychol.*, 1929, 72, 115-178.—The end of Paul Müller's researches was a strictly psychological one. Up to Pohlmann, who in 1912 approached a somewhat psychological point of view and method on the subject, all experiments with school children had had a pedagogical end only. The adult needs no concretum to recognize the conception—the sound of the word and its written and printed picture are so firmly connected with each other that the help of sensory experience is no longer necessary. Therefore his impulses towards movements at the encounter with a conception have almost entirely disappeared. The emotional coloring has become very faint. It is not so in the 6-year-old child. He has not yet reached a full command of the language and is very often lacking in satisfactory means of expression. According to Pohlmann 83% of his ideas are individual conceptions (*Individualbegriffe*) based on personal experiences, generalizations not yet having been made. They have generally a strong emotional tone. The emotional components are frequently expressed by muscular movements. The mental content of the child entering school is in a period of transition and growth. A bibliography is appended.—H. M. Beckh (München).

1757. O'Shea, M. V. Newer ways with children. New York: Greenberg, 1929. Pp. 428. \$3.50.—W. S. Hunter (Clark).

1758. Rice, S. A. Undergraduate attitudes toward marriage and children. *Ment. Hygiene*, 1929, 4, 788-793.—Inquiries among undergraduate students with respect to family size. The article gives tables, quotations, comparison. Result, briefly: intelligent wholesome anticipatory interest in their prospective families, but average number of children wanted low. At the University of Pennsylvania 75.8% of the women and 83.1% of the men wanted less than three children, the number necessary to preserve their respective groups at a constant number.—H. M. Bossard (Clark).

1759. Rizzatti, E. Nozioni di neuropsichiatria infantile. (Fundamentals of child neuropsychiatry.) Torino: S. Lattes, 1930. Pp. 102.—This book is designed to assist elementary school teachers in recognizing psychic abnormalities in their pupils. The clinical determination of intelligence and character from the spontaneous behavior of the child and from mental tests is considered. Particularly detailed are the clinical pictures of mental deficiencies, the neuroses and psychoses of childhood and their

causes. The contributions of Italian investigators in the field of children's mental maladies are extensively treated, especially those of De Sanctis.—*M. Ponso* (Torino).

1760. Roberts, M. Italian girls on American soil. *Ment. Hygiene*, 1929, 4, 757-768.—Italians adapt with difficulty to life in America. The article describes the peculiar attitudes of Italians, especially in regard to home and girls, and points out those which are apt to cause special difficulties to Italian girls and hard problems to social workers. Exorbitant rents in America are responsible for certain problems. There is much to admire in Italians: the sacredness of their ties, their fine pride and honor, their appreciation of beauty, and their wholesome joyousness. General advice: "Unless the home conditions are so undesirable as to warrant action being taken against the parents, every effort should be made to keep the Italian girl in the circle of her family and to persuade her to adapt herself to conditions there."—*H. M. Bosshard* (Clark).

1761. Schwab, S. I., & Veeder, B. S. *The adolescent, his conflicts and escapes*. New York: Appleton, 1929. Pp. 365. \$3.00.—*W. S. Hunter* (Clark).

1762. Sherbon, F. B. Adolescent phantasy as a determiner of adult conduct. *Eugenics*, 1929, 2, 8-18.—*R. R. Willoughby* (Clark).

1763. Sloan, E. P. Froglore. *Welfare Mag.*, 1928, 19, 1027-1037.—A careful study of children and the adoption of proper treatment of the retarded and defective cases will be of great assistance in lessening the social problem created by the moron class.—(Courtesy *Social Science Abstracts*).

1764. Sweet, L. Personal attitudes test for younger boys. New York: Association Press, 1929. \$2.00.—*W. S. Hunter* (Clark).

1765. Tilson, M. A. Problems of preschool children as a basis for parental education. New York: Teachers College, Columbia Univ., 1929. Pp. ix + 90.—The main purpose of the present study was the discovery of problems that arose in the rearing of 225 American-born children between the ages of one and five years who were referred for one reason or another to one of the seven habit clinics from which data were secured. Other purposes were the further discovery of the relation between problems and chronological ages and mental levels of the children; relation between the problems and the nationality, educational training, religion, and occupations of the parents of the children and the rating of their homes; and the relation between the problems and the number of children in the family and the age position of the problem child in the family. Opinions of specialists concerning the importance of parents' attitude toward and manner of dealing with their children were also secured. Of special significance is the location of problems on the half-year basis. For example, the greatest number of temper tantrums occur between the ages of 3-3½; food problems between the ages 2-2½; poor nutrition between 2-2½, and speech problems between 3-3½.

Other items of special interest are the mental level distributions for all of the age distributions for the various problems enumerated.—(Courtesy *J. Educ. Res.*)

1766. [Various.] *Die neue Jugend*. (The new youth.) *Forsch. z. Völkerpsychol. u. Sosiol.*, 1927, 4. Pp. xi + 340. M. 11.00.—The youth movement not only represents the attitude of the youth of Germany, but also is an essential part of the spiritual life of the whole German people. The German youth movement is in its deepest sense a task of reformation; by means of it the rehabilitated German people will be guided into an entirely new course. In its various ramifications the movement enters into the political, social, intellectual, economic, and religious life of the nation. This volume contributes to the literature of the various phases of the subject; each chapter has been written by that representative of the movement who seems preeminently fitted to deal with it.—*H. Marshall* (Stanford).

1767. Varkuyl, G. *Adolescent worship, with emphasis on senior high school age*. New York: Revell, 1929. Pp. 203. \$1.50.—*W. S. Hunter* (Clark).

1768. Welde, E., & Glass, A. *Säugling und Kleinkind*. (Infant and small child.) Leipzig: Reinhardt, 1929. Pp. 73. M. 1.20.—*W. S. Hunter* (Clark).

1769. Wile, I. S. *The changing I. Q. in children's institutions*. *Survey*, 1928, 61, 89-91.—(Courtesy *Social Science Abstracts*).

[See also abstracts 1487, 1512, 1532, 1534, 1546, 1579, 1581, 1610, 1637, 1678, 1684, 1710, 1729, 1839.]

EDUCATIONAL PSYCHOLOGY

1770. Adams, M., & Knight, F. B. *The basic drills in a minimum vocabulary of French*. Chicago: Rand, McNally, 1929. Pp. 89.—A loose-leaf drill and study booklet intended to give a mastery of 672 important French words.—*W. S. Hunter* (Clark).

1771. Adams, M., & Knight, F. B. *The French work book*. Chicago: Rand, McNally, 1929. Pp. 90.—A study book of progressive lessons in French containing drills which may be scored in terms of standards derived from actual school practice. The scores may be arranged in the form of a curve to show the student his progress in percentile terms.—*W. S. Hunter* (Clark).

1772. Aikins, H. A. *The gifted child and his teacher*. *Ment. Hygiene*, 1929, 4, 719-739.—George, 11 years old, IQ 155, well-read, introvert, interested in dramatics, mechanics and sciences, is lazy, never exerting himself at home or school in any way except to please himself. His grades are usually low. This statement is laid before two groups of teachers for discussion. Practically all of the teachers give advice as to how to rid George of his undesirable qualities. The author suggests an attitude toward a bright and lazy boy which has proved to be helpful and justified by psychoanalytical research: enrich

his work. His undesirable qualities usually are symptoms of maladjustment. Then study his history, his physique, his state of health. Ask about his classmates, his neighborhood, the family. The results of such studies show that most of the children's difficulties are due to ourselves. "We love to mold, control, and standardize, and we want so much to be proud of our children that we sometimes forget God's breath of life that gives all the value to good form or meat or raiment." The article discusses the specific suggestions of the teachers.—*H. M. Bosshard* (Clark).

1773. Angell, R. C. *A study in undergraduate adjustment.* Chicago: Univ. of Chicago Press, 1930. Pp. ix + 164. \$2.00.—A study of the adjustment of 216 undergraduates (133 men and 83 women) cooperating as a part of their experimental work in introductory psychology at the University of Michigan during the fall semester 1927-28. Data relative to academic, social and life adjustments were secured by means of the Thurstone test, an information test, the Watson test, the social intelligence test, and a personal psychiatric interview of one hour or longer. Relative frequencies of various types of maladjustments are given and causes are intimated. Recommendations are made for the establishment of effective mental hygiene work and possible procedures are discussed.—*M. B. Jensen* (Michigan Central State Teachers College).

1774. Beal, A. F. *Studies in natural illumination in schoolrooms. III. Effect of clouds on daylight illumination and on daylight ratios.* U. S. Pub. Health Bull., 1929, No. 188. Pp. 128.—"There is, in general, a small increase in the illumination in a room as the extent of cloudiness increases, for either thick or thin varieties, until about half the sky is covered. Beyond this point there is little change in the indoor illumination if the clouds be of thin varieties, but if the clouds be of thick varieties a material reduction in the inside illumination results."—*C. M. Louttit* (Hawaii).

1775. Benz, H. E., & Knight, F. B. *The efficiency book for high schools.* New York: Rand, McNally, 1929. Pp. iv + 77 (teachers' edition).—A series of thirty standardized review exercises of 50 items each. The material covered is a general compendium of all the standard high school skills and information; the reliability and validity methods of experimental psychology have been used in its compilation.—*R. R. Willoughby* (Clark).

1776. Cairns, L. *A scientific basis for health instruction in public schools.* Univ. Calif. Publ. Educ., 1929, 2, 330-434.—A test was given to and data secured from 17 high schools, 25 junior high schools and 39 sixth grades. The present high death rates, high morbidity rates, and high incidence of physical defects is due to a lack of the application of health knowledge. It is recommended that more laboratory work be given and less of the teacher-prejudices.—*R. Stone* (Lehigh).

1777. Chapman, M. *Fortuitous education.* Welfare Mag., 1928, 19, 1213-1219.—Vocational guid-

ance is a mechanical philosophy of education doomed to failure unless it broadens its technique.—(Courtesy *Social Science Abstracts*).

1778. Chavigny, M. *Une consultation médico-pédagogique sur le cécité orthographique.* (A medico-pedagogical consultation on word blindness.) Ann. méd.-psychol., 1929, 87 (II), 59-66.—An intelligent and industrious 15-year-old boy could not spell, and used words like *fois*, *foie*, and *foi* indiscriminately. His musical memory was good, and except for this one inability he was normal mentally and physically. Rather than words to be written and corrected it was suggested that he be given interesting printed material to read, and then, after closing the book, be questioned on the words and their spelling. Should this not be effective it will be necessary for him to shift from college to a trade school where the lacking ability is not so necessary.—*O. W. Richards* (Clark).

1779. Clem, O. M., & Mallow, K. V. *Some individual differences of pupils in one typical junior high school.* Educ. Admin. & Supervision, 1930, 16, 39-52.—This article contains an abundance of statistical and tabular material, bearing upon individual differences, which should be of value for comparative purposes.—(Courtesy *J. Educ. Res.*)

1780. Clostermann, G. *Philosophie und Psychologie der Arbeitsschule.* (The philosophy and psychology of the trade school.) Langensalza: Beyer & Sohne, 1929. Pp. 28. M. 0.80.—*W. S. Hunter* (Clark).

1781. Cowdery, K. M., & Mitchell, J. P. *The distribution of grades.* Stanford Univ. Faculty Bull., 1929, No. 17.—Certain objections are made to the plan for the distribution of grades which has been in effect at Stanford since 1916 (15-35-35-15 for passing grades). Sequence courses and upper division courses offer "modifying circumstances." Data are presented which show that "Stanford faculty members, as apparent in their grading, are questioning the applicability of the single standard set up earlier, particularly as to the appropriate number of D grades to be given in all courses."—*L. W. Gellermann* (Clark).

1782. Crawford, A. B. *Forecasting freshman achievement.* School & Soc., 1930, 31, 125-132.—Predictions correlating about .70 with subsequent freshman-year grades have been made regarding the scholastic potentialities of entering Yale freshmen on the basis of various pre-matriculation data. Among the latter were College Entrance Examination grade, weighted in the light of certain preparatory school considerations, high school record, likewise weighted, standing on a scholastic aptitude test, discipline history, and personal recommendations. The average grades of individual freshmen in last year's class were in two-thirds of the cases predicted within 4 points; and in only 10% of the cases did the predictions deviate from the actual by one sigma of the distribution (7 points). It is noteworthy that the first and second term grades correlated only .85. The

value of the prediction system described for selective admission and the appropriate treatment of students after they enter college is discussed at length.—*H. L. Koch* (Texas).

1783. Dearborn, W. F. Teaching reading to non-readers. *Elem. School J.*, 1929, 30, 266-270.—When one is attempting remedial work with a poor reader (over eight years of age), he will find it of advantage to employ: (1) the alphabet method and its oral phonie modifications, (2) several devices which show the child that he is not stupid and which demonstrate the nature of the disability, (3) methods for re-education of the parents and teachers.—*P. A. Witty* (Kansas).

1784. Dériaux, W. Deux types d'intelligence. (Two types of intelligence.) *Arch. de psychol.*, 1929, 22, 1-15.—The author studied the behavior of 26 mechanic apprentices in their use of 3 pieces of apparatus designed to measure sensory sensitivity. The pieces of apparatus used were the gravimeter (sensitivity for a 150 gr. weight), a tactilometer (tactile sensitivity for a width of 4 mm.), and a platiscope (visual sensitivity for a dimension of 4 mm. in one plane). Besides the determination of thresholds by the method of irregular variations, the author found for each individual "curves of adjustment," that is, graphs for the adjustment movements performed by the subjects when they were placed outside their thresholds and had to establish the equality of two sensations. The classification, made by skilled judges, of these adjustment curves according to their character showed two extreme types of reaction: the progressive type in whom the amplitude of the movements was adjusted to the difference between the two sensations to be compared, and the oscillating type who proceeded by a fumbling method and with whom the amplitude of the movement remained the same while the sense of adjustment frequently wavered. The author was thus led to consider these two types of behavior as corresponding to two types of intelligence. As a control he used several methods for determining intelligence: a puzzle, the use of a ziggurat (which consisted of a pyramid of 2 to 5 blocks which had to be constructed according to a certain plan), letters to be put in order according to given instructions, stories to be put in order (Dawid), and, in addition, certain scholastic records. A comparison of results showed that the reaction type termed progressive corresponded to a type possessing systematic intelligence (the rational intelligence of Claparède) who reflected before acting and proceeded according to a view of the whole, while the oscillating type corresponded to a type possessing empirical intelligence who went immediately into action and worked by bits. This relation was independent of the subject's sensitivity or mental level. The origin of these two kinds of behavior lies in psychological dispositions, probably arising from certain character traits which cause the behavior of an individual to be the same on the motor plane as it is on the thinking plane and not dependent on the domains in which these two kinds of intelligence work. The author found in a group of 21

young men 5 subjects who were quite characteristic of each type. The groups composing the extreme types included the most intelligent and sensitive subjects, while the intermediary group contained those having the poorest scholastic records and a decidedly inferior mentality. In conclusion the author compared his classification with those of other authors, such as Boutan, Paulhan, Binet, Mentré, Claparède, Lipman, and Bogan. There is a bibliography of 24 titles.—*M. R. Lambiercier* (Geneva).

1785. Diehl, H. S. Health and scholastic attainment. *U. S. Pub. Health Rep.*, 1929, 44, 3401-3050.—The incidence of certain physical defects, habits of living, social and economic status in two groups of university students were compared. One group consisted of 141 students, mainly freshmen, on probation; the control group included 496 individuals, mostly seniors. Extremely defective hearing, overweight, flabby musculature and anemia occurred with significantly greater frequency in the probation group. This group also gave significantly greater incidences of complete self-support, physical or clerical work during summer months, considering self particularly self-conscious, and feeling of being watched and talked about by others. The control group predominated significantly only in being partially self-supporting and in not considering themselves in good health.—*C. M. Louttit* (Hawaii).

1786. Eckert, D. Z. Leaders of the high school democracy in Pittsburgh high schools. *Univ. Pittsburgh Bull.*, 1929, 26, 48-55.—A study of individuals elected by their schoolmates to positions of leadership. Heilman's revision of the Chapman-Sims Socio-Economic Scale, the Beauchamp Self-Inventory Blank, and a number of other rating devices were used. IQ's and Stanford Achievement scores were also obtained. The results indicate that: (1) "high school students show discrimination and an increasing ability to evaluate the traits of leadership; (2) students elected president of home-rooms or clubs are superior to those who are not elected to this office; (3) clubs seem to have a selective tendency." Many children who had a high IQ, who ranked high in teacher-ratings and self-ratings, whose scholarship record was excellent, and who came from homes of superior socio-economic status were not selected for leadership. The author sees here a personnel problem for school counselors.—*N. L. Munn* (Pittsburgh).

1787. Eells, W. C. Reliability of repeated grading of essay type examinations. *J. Educ. Psychol.*, 1930, 21, 48-52.—61 teachers graded, according to certain instructions, mimeographed answers to questions on grammar school geography and history, and regraded the same material after the lapse of eleven weeks. The reliability coefficients range from 0.25 to 0.51. Only a few teachers thought that their regrading was influenced by memory of the first grading. It is concluded that the variability of grading is about as great in the same individual as in groups of different individuals.—*J. A. McGeoch* (Arkansas).

1788. Estabrooks, G. H. Suggestions as to the detection and treatment of personality difficulties

in college students. *Ment. Hygiene*, 1929, 4, 794-799.—The article suggests ways of detecting cases of incipient nervous breakdown. Experience has shown that trouble is very likely to center in two groups—in the lower tenth, roughly, of the intelligence scores, and in the higher tenth of the psychoneurotic scores (Colgate tests for the detection of psychoneurotic traits and for introversion-extraversion). Interviews are useful with instructors in rhetoric and debating (discovering stammerers), with instructors of religion and ethics (discovering students suffering from conflicts). Faculty members report "queer" students. Suggestions are given for remedial treatment under the present limited conditions of our colleges.—H. M. Bosshard (Clark).

1789. Fossatti, A. Il problema dell' orientamento professionale nei confronti del fattore economico. (The problem of vocational guidance in its relations to economic factors.) *Riv. pol. econ.*, 1929, 19, 3-16.—The author suggests that in addition to specialized vocational training, the education of the general abilities is a matter of great social and economic significance.—A. Angyal (Torino).

1790. Gatto, F. M. Pupils' questions: their nature and their relationship to the study process. *Univ. Pittsburgh Bull.*, 1929, 26, 65-71.—This study accepts as axiomatic the importance of the child's questions and attempts to analyze them in order to discover their nature and to classify them according to the study activities suggested by them; to discover the influence of grade, subject, sex, age, and intelligence; and to suggest applications to the study process. The results seem to indicate that pupils' questions have diagnostic value for a determination of the study abilities and disabilities of the individuals asking them. Differences in study activity as a result of age, sex, etc., were in evidence. The advisability of permitting a considerable participation of pupils in questioning is suggested.—N. L. Munn (Pittsburgh).

1791. Groves, E. R. Mental hygiene in the college and the university. *Soc. Forces*, 1929, 8, 37-50.—R. R. Willoughby (Clark).

1792. Haskell, M. E., & Hudelson, E. What test should I use? *School Sci. & Math.*, 1929, 29, 841-849.—The authors emphasize the fact that tests need to be selected according to the specific uses to which they are to be put. An analysis of a unit in health work listing the knowledges, skills, and dispositions desired, is presented with a comparison of its content with the content of 9 well-known tests selected from the field of general science and biology. The results indicate that many aspects of the subject are wholly neglected.—(Courtesy *J. Educ. Res.*)

1793. Hill, H. D. The effect of the Bryn Mawr Summer School as measured in the activities of its students. New York: Amer. Asso. for Adult Educ., 1930. Pp. iv + 133. Apply.—The results of a study by questionnaire and field worker's interviews with those who had attended the Bryn Mawr Summer School for Women Workers in Industry from 1921-1925 are here presented. It was found that most of

the women had remained in industry, many had changed jobs (many were in seasonal occupations), many were more interested in night school and other classes than before they had attended the summer school, many more were interested in economics and kindred subjects than before attending summer school, more were active in the Y. W. C. A. and various labor organizations, and many were doing a higher quality of and more reading because of Bryn Mawr guidance. The committee in charge of the summer school is attempting to recruit only girls who will profit from the summer school, is revising its courses in an attempt to adapt them more closely to the expressed needs of the workers, and was instrumental in the opening of the Barnard College and University of Wisconsin Summer Schools for Women Workers in Industry.—D. W. Jensen (Michigan Central State Teachers College).

1794. Hyde, R. E. The preparation and partial standardization of unit tests in American history. *Univ. Pittsburgh Bull.*, 1929, 26, 84-91.—The tests were devised for diagnostic and experimental purposes in the teaching of history. They are high school tests and were derived from a perusal of 9 text books in American History. There are 8 blocks of tests arranged according to periods. These were given to 3,823 high school pupils and their reliability, which ranges from .64 to .98, was obtained by the split test method. The tests are of the objective type.—N. L. Munn (Pittsburgh).

1795. Jaxa-Bykowski, L. Kilka uwag o odpowiedziach błędnych przy badaniach pedologicznych. (Erroneous responses in pedological researches.) *Kwart. Psychol.*, 1930, 1, 49-57.—A discussion of different types of error that crop up in the administering of educational tests.—T. M. Abel (Sarah Lawrence).

1796. Johnson, P. O. The permanence of learning in elementary botany. *J. Educ. Psychol.*, 1930, 21, 37-47.—The retention test employed was developed from previous final objective examinations in general botany. Its correlation with instructors' grades was 0.87 and its reliability by the "split" test method was 0.93. Application of the test three and six months after the termination of the course yielded the following results: (1) the percentage of loss after three months from the end of a course covering three quarters was, for 24 students, 43.4; and (2) the percentage of loss six months after completion of two quarters' work was 47.8 for 36 students. The students who had the most information at the completion of the course retained more, both absolutely and relatively, after the lapse of three and six months.—J. A. McGeoch (Arkansas).

1797. Keller, F. J., & others. The functions and organization of guidance in the continuation school. *Voc. Guid. Mag.*, 1930, 8, 200-208.—A special report prepared by a committee of six members—Franklin J. Keller, Principal, East Side Continuation School, New York City, chairman; Anthony M. Goldberger, University of Pittsburgh; Emily G. Palmer, Research and Service Center, University of California; Car-

roll W. Robinson, Director, Springfield Continuation School; Robert H. Rodgers, Chief, Division of Vocational Teacher Training and Research, Milwaukee Vocational School; George E. Hutcherson, New York State Department of Education.—*M. B. Jensen* (Michigan Central State Teachers College).

1798. Kelley, T. L., Buch, G. M., & Terman, L. M. New Stanford Achievement Test, Form X. Yonkers-on-Hudson: World Book, 1930.—*R. R. Willoughby* (Clark).

1799. Kulp, D. H. II. Problems of rural education demanding sociological research. *Teach. Coll. Rec.*, 1930, 31, 332-338.—An intimate integration of rural research with rural education is advocated, since both have the common objective of improvement of conditions of life on farms. The rural educators should define the problems, and the rural sociologists should mobilize the findings and techniques relative to such problems; and where none are available, they should develop them. 27 problems are suggested: 7 in policy making and administration, 5 in teaching, 7 in extra-curricular activity, 5 in the relationship of the school to the community, and 3 in the professional preparation of teachers.—*J. M. Stalnaker* (Purdue).

1800. Laner, A. E., & Evans, J. E. The relative predictive value of different high-school subjects on college grades. *School & Soc.*, 1930, 31, 159-160.—For a group of 492 freshmen picked at random from those who had passed the first quarter's work at Iowa State College the following items were inter-correlated: average college grade (first quarter), intelligence-test score, average high-school grade, and grade made in high-school English, mathematics, and history, respectively. It is concluded that standing in high-school mathematics is a slightly more valuable predictive index of success in college than standing in any other single subject, though it is inferior to the composite weighted average of high-school grades. The intelligence-test score is also inferior to the latter as an index. Grades in high-school English are more significantly correlated with intelligence-test scores and general high-school average than are the other measures. The author thinks that in prognosticating college success one should take into account both the student's secondary-school scholastic record and his mental-test standing.—*H. L. Koch* (Texas).

1801. Lazar, M. Diagnostic and remedial work in arithmetic fundamentals for intermediate grades. New York: Board Educ., 1928. No. 21. Pp. 204.—A report of a project undertaken in an attempt to demonstrate the possibilities of diagnostic procedure as a preventive as well as a remedial aid. The study was conducted with 45 pupils (23 boys and 22 girls) in the 6A⁴ group of School 42, Bronx. Initial mental surveys were made with the National Intelligence Test, Scale A, and the Haggerty Intelligence Examination, Delta 2. Detailed diagnoses were made with the Woody-McCall Mixed Fundamentals, Form II, Courtis Standard Research Tests, Series B, and Monroe's Diagnostic Tests in Arithmetic. Following this, ten minutes of the daily arithmetic period were

devoted to remedial work for a period of one term, after which the class was tested again with the same measures. Marked improvement is accredited to the remedial work.—*M. B. Jensen* (Michigan Central State Teachers College).

1802. Maclin, G. M. Differentiation of courses of study in Denver for slow-learning children. *Elem. School J.*, 1929, 30, 104-110.—*R. R. Willoughby* (Clark).

1803. McAdory, M. The construction and validation of an art test. *Teach. Coll. Contrib. Educ.*, 1929, No. 383. Pp. 35.—An art test of 84 items, each one of which is composed of 4 illustrations of the same subject or theme, but varying in one respect—line arrangement, dark and light, color or shape—so as to show four distinguishable degrees of merit represented by approximately equal steps, was given to 100 judges selected from persons listed in the *American Art Annual*. These judges included art producers, teachers, critics, buyers, and competent lay critics. They rated the four illustrations of each test item in order of their preference. On the basis of agreement of order, lack of deviation from consensus order, balance of subjects, and preference of the judges, 60 of the original 84 items were selected (12 more items have been added to the published form). Studies of the reliability of 26 different methods of scoring the test favored the simple scoring device of allotting 1 point for each correct placement, i.e., 4 points for each perfect test item ($r = .93$, $n = 100$ unselected adults). "The test has been shown to be valid for group comparisons inasmuch as there is an advance from the first grade through the grades of junior high school." Ways in which the test may be used are suggested. No norms are available. The raw scores of the judges ranged from 72 to 210. A bibliography of 21 titles is given.—*J. M. Stalnaker* (Purdue).

1804. McCallum, E. B. M. Character guidance and occupations for children. St. Louis: Bethany Press, 1929. Pp. 203. \$1.00.—*W. S. Hunter* (Clark).

1805. Menninger, K. A. College blues. *Survey*, 1929, 62, 549-552; 581-582.—*R. R. Willoughby* (Clark).

1806. Moffett, M'L. The social background and activities of teachers' college students. *Teach. Coll. Contrib. Educ.*, 1929, No. 375. Pp. vi + 133.—The article is an interpretation of the social background of the teachers' college women students by an analysis of the background and experiences of 1,080 such students from 15 different schools of 15 states—one entire school of 397 and a random sample of about 48 students from each of 14 other schools. An inventory blank was used. Analysis shows that of the homes these students come from 76% have an automobile, 66% a bathtub, 61% upholstered furniture, 59% inside toilet, 51% radio, etc. An analysis is given of 72 work and leisure activities, personal and extra-curricular, of these students. A score value for these work, social, recreation, and creative activities, indicating their personal development value, was obtained by averaging the ratings given

them by a jury of 21 graduate students in a seminar in normal school education. Items scored by this jury as of greatest personal development value were: take care of little children, go to church, work for pay, attend the legitimate theater, etc. The students found the greatest pleasure in work activities in preparing meals, making their own dresses and underwear, etc. 95% read for pleasure; 41% do daily recreational reading, mainly newspaper reading (comic strips). 30% read magazines, the American Magazine being the most popular. 50% read books other than textbooks. Temple Bailey, Gene Stratton Porter, and Charles Dickens tie as the most popular authors. Harold Bell Wright ranks 13th, while the playwrights Shakespeare and O'Neill, tie for 19th place. Favorite music is of Irving Berlin type, with sacred music second. Extra-curricular activities engage less than one-third of the students and most of these take a passive part. A study of the interrelation between certain desirable professional characteristics and the activities of the students was made by a detailed study of 143 students from 5 schools and an average rank of four judges who used a 4-point scale to rank these students on personality, professional promise, and extra-class activities was taken as the base. Rank on personality and professional promise have a coefficient of contingency of .79. Sharpest differentiation is found in that students of high ranking personalities do not do fancy work, but do stroll, have dates, and sing to amuse themselves; while students of high professional promise are to be separated from those of less promise by the fact that they go to church and to the movies and drive a car. An appendix including the 17-paged inventory, and a bibliography of 87 titles are given.—J. M. Stalnaker (Purdue).

1807. Nash, H. B., & Van Duzee, R. R. *Nash-Van Duzee industrial-arts tests for mechanical drawing*. Milwaukee: Bruce Publ. Co., 1930.—There are two forms of the test, a manual of directions concerning the purpose and validation of the test, and also data pertaining to norms, etc.—(Courtesy *J. Educ. Res.*)

1808. Nifenecker, E. A. [Ed.] *Diagnostic and remedial work in arithmetic fundamentals. I. Methods of diagnosis*. New York: Board Educ., 1929. No. 9.—One of a series of bulletins devised to help teachers to diagnose difficulties in the fundamental operations, to treat individual cases, and to select and use remedial devices; an outgrowth of an investigation reported in: Lazar, M. *Diagnostic and remedial work in arithmetic fundamentals for intermediate grades*. New York: Board Educ., 1928. No. 21. Pp. 204 (see IV: 1801).—M. B. Jensen (Michigan Central State Teachers College).

1809. Nifenecker, E. A. [Ed.] *Diagnostic and remedial work in arithmetic fundamentals. II. General difficulties and pedagogic implications*. New York: Board Educ., 1929. No. 10.—One of a series of bulletins devised to help teachers to diagnose difficulties in the fundamental operations, to treat individual cases, and to select and use remedial

devices; an outgrowth of an investigation reported in: Lazar, M. *Diagnostic and remedial work in arithmetic fundamentals for intermediate grades*. New York: Board Educ., 1928. No. 21. Pp. 204 (see IV: 1801).—M. B. Jensen (Michigan Central State Teachers College).

1810. Nifenecker, E. A. [Ed.] *Diagnostic and remedial work in arithmetic fundamentals. III. Inventory of errors and remedial suggestions. Addition and subtraction*. New York: Board Educ., 1929. No. 11.—One of a series of bulletins to help teachers to diagnose difficulties in the fundamental operations, to treat individual cases, and to select and use remedial devices. This bulletin is an outgrowth of an investigation reported in: Lazar, M. *Diagnostic and remedial work in arithmetic fundamentals for intermediate grades*. New York: Board Educ., 1928. No. 21. Pp. 204 (see IV: 1801).—M. B. Jensen (Michigan Central State Teachers College).

1811. Nolan, A. W. *Techniques used in dealing with certain problems of college teaching*. Urbana, Ill.: Univ. of Illinois, 1929. Pp. 25. Apply.—W. S. Hunter (Clark).

1812. Pinkewitch, A. P. *The new education in the Soviet Republic*. (Trans. by N. Perlmutter.) (Ed. by G. S. Counts.) New York: John Day, 1929. Pp. xiii + 403. \$4.00.—This book, originally written as a textbook for use by Russian university students, has been translated (with omission of parts thought to be of less interest to American readers), in order that American educators may have a comprehensive idea of the new Russian philosophy of education and educational practice. The three main divisions of the book deal respectively with *General Theory and Pre-School Education*, *School Education*, and *Vocational and Adult Education*. It is stated that the leaders of the Soviet Union have used Pavlov's reflexology as the psychological basis for their educational theory. "The aim of nurture and general instruction in Soviet Russia is to aid in the all-round development of a healthy, strong, actively brave, independently thinking and acting man, acquainted with the many sides of contemporary culture, a creator and a warrior in the interests of the proletariat and consequently in the final analysis in the interests of the whole of humanity." It appears from Pinkevitch's discussion that those who have planned the present system of education in Russia have studied educational practice in other countries, particularly in the United States and in Germany. Coeducation and universal education have been adopted (although these have not yet been put into practice everywhere), and religious teaching has been completely abolished. The school system consists of nursery schools, followed by kindergartens, primary schools, lower and upper secondary schools, then technicums, universities, and research institutes. Adult education is considered very important because of the prevalence of illiteracy. The project method of teaching is favored above others, but is little used because of lack of equipment. Vocational training, including actual work in factories, is con-

sidered important for children and adults. Political clubs, among children as well as adults, are fostered. Lack of money, equipment, and trained teachers have been the chief obstacles so far. Pinkevitch expects marked alterations in the Russian educational situation within the next ten years.—D. W. Jensen (Michigan Central State Teachers College).

1813. Russell, J. E. The educational paradox: an American solution. *Teach. Coll. Rec.*, 1930, 31, 307-319.—The educational paradox is to teach both to lead and to follow, to preserve what is and to change the existing conditions. The old solution (e.g., Prussia) was to have two types of training, one for the masses, teaching them how to follow; and the other for the military and ecclesiastical aristocracy, training them how to lead. America is developing other means than this caste system. Leaders and followers are being trained in the same institutions. Two vital social forces working outside of the school aid in making this possible: voluntary standardization and vocational efficiency. Equality of educational opportunity which enables a student to be educated to the limit of his ability or desire, together with unlimited possibilities for leadership of one kind or another, have made the paradox unimportant. "My philosophy, therefore, resolves our educational paradox by ignoring it or denying its existence." In promoting adult education, the American Association for Adult Education should not be partisan by training either leaders or followers. Workers in service must have their standards improved. Guidance should be provided to direct voluntary standardization.—J. M. Stalnaker (Purdue).

1814. Ryan, W. C., Jr. The literature of American school and college athletics. *Carnegie Found. Adv. Teach.*, 1929, Bull. 24. Pp. vii + 305.—This is a digest of more than one thousand books, articles, and discussions concerning American college athletics. The material is presented in fifteen divisions, including athletics as education, the athletic controversy, scholarship and athletics, coaches and coaching, school athletics, athletics for girls and women, sportsmanship, professionalism, and separate games and sports. Some of the conclusions are: The claim that athletics seriously interferes with scholarship apparently remains unproved, although there is some evidence that athletes do not fully reach the level of attainment that their inherent ability would make possible. Athletes have a better life expectancy than the general population, but no better than the college population, and not as good as that of college men of high scholarship rank. There is considerable difference of opinion as to whether or not girls and women are as capable of athletic competition as boys and men.—R. Stone (Lehigh).

1815. Spaulding, F. T. Perplexities in teacher-training. *Elem. School J.*, 1929, 30, 270-291.—This article attempts to weigh critically the proposals for the development of teacher-training that are embodied in the *Commonwealth Teacher Training Study*.—P. A. Witty (Kansas).

1816. Sturtevant, S. M., & Strang, R. A personnel study of deans of girls in high schools. *Teach. Coll. Contrib. Educ.*, 1929, No. 393. Pp viii + 150.—"The purpose . . . is to give a . . . comprehensive view of the status of the function of deans of girls in secondary schools." "In order to study the 'best' practice . . . 100 deans were selected for the survey." Four methods of study were used: (1) A questionnaire of 13 pages was sent to the 100 deans located in 32 different states, 100% of whom replied. (2) A study of a detailed time schedule of the professional day as kept for two weeks by 22 deans. (3) Observation of the deans at work, made by visits to 5 schools. (4) A thorough case study of one school. No mention is made of the personal social adjustment or marital status of the deans, except, "Travel in the United States and in Europe, marriage, the rearing of children, secretarial work, newspaper experience, welfare work . . . can be used advantageously in the dean's work." A list of the deans who cooperated, a copy of the questionnaire used, and a tabular arrangement of the duties performed by the deans are given in an appendix.—J. M. Stalnaker (Purdue).

1817. Thornton, E. W. The use of informational tests in American history teaching. *Hist. Outlook*, 1929, 20, 12-16.—(Courtesy *Social Science Abstracts*).

1818. Vernon, M. D., & Pickford, R. W. Studies in the psychology of reading. London: H. M. Stationery Office, 1929. Pp. 59.—This publication follows on one published in 1926 on the legibility of type, following the committee's recommendation of a series of studies on the mental processes involved in reading whole sentences and words rather than isolated letters. In both Vernon's and Pickford's work, the reading material was exposed for a short period of time in a tachistoscope. The former observer classifies the mistakes into three categories, typographical, meaningful, and mixed. The typographical errors were at a maximum when reading groups of three disconnected words while the meaningful errors were at a maximum in reading the long sentences, the mixed errors being at a maximum in reading connected prose. Relative height of letters rather than horizontal extension was more important for apprehension; substitution or omission of letters occurred in the middle of words rather than at the beginning or end. Typographical errors lessened with comprehension of the material. When the material was not comprehended, familiar words of similar form, shortened words, or nonsense combinations were substituted for unfamiliar words. Those who had an accurate and wide perceptual span in reading meaningless material had no more than an average span in reading meaningful material. Interpretation of material in accordance with its meaning was more relied upon by the best readers than wide perceptual span and objective accuracy. Pickford, in the second part of the publication, attempted to investigate the relation between the flow of perceptual processes and the flow of meaning in reading. The subject was given a passage tending to introduce a certain set of meanings, and a subsequent similar passage containing complications not in accord with

the previous set. An effort was made to discover in what way the effect of the first passage altered the nature of the reactions to the subsequent ones. Results were inconclusive and the author believes that some other method than the tachistoscope would be more satisfactory for further investigation.—*J. C. Spence* (Clark).

1819. Watson, G., & Spence, R. B. *Educational problems for psychological study*. New York: Macmillan, 1930. Pp. xii + 352. \$1.80.—The above text in educational psychology is in effect a revision of the authors' *Sketches In and Out of School* which appeared in tentative form in 1927 (see I: 2722). The aim of the latter was to provide a basic selection of the materials teachers most need, to present these materials in concrete and definite problem form, to encourage original investigation of the facts and viewpoints, and to allow for flexibility in adjusting to individual differences. The present volume contains a great number of new cases, more pointed questions, revised and rearranged bibliographies, etc. The slant of mental hygiene is strong throughout the book, notably in the last half. Problems for research include besides the conventional subjects in educational psychology, extra-curricular activities, character training, delinquency, intellectual adjustment, vocational psychology, individual differences, emotional conditioning, abnormal psychology, social attitudes, etc. Two additional features of the book are a section on questions of general psychological interest, with germane references, and one presenting brief mention and discussion of forty fundamental principles of mental hygiene. Sample objective tests of the several types are appended. Unusually full bibliographies accompany each problem.—*L. A. Averill* (Worcester State Normal).

1820. Wells, F. L., & Knight, F. B. *Basic spelling units*. New York: Rand McNally, 1929. Pp. 104.—A pad of 30 units, with several review and study sheets; the reliability and validity methods of experimental psychology have been employed in its compilation.—*R. R. Willoughby* (Clark).

1821. Wheat, H. G. *The relative merits of conventional and imaginative types of problems in arithmetic*. *Teach. Coll. Contrib. Educ.*, 1929, No. 359. Pp. 123.—This dissertation is a report of the results of an experiment designed to determine the advantages, if any, of imaginative problems over those of the conventional type. Five series of tests were used: (1) ten pairs of problems, one member of each pair being an imaginative problem and the other a conventional one; (2) a repetition of the Myers test; (3) "collateral tests," including the Burgess Scale for Measuring Ability in Silent Reading, the Otis Self-Administering Test of Mental Ability, Intermediate Examination, selected parts of the Cleveland Survey Arithmetic Tests, Form 1, and the Stone Reasoning Test, Form 1; (4) repetition of part (1) except that the conventional problems of this part are expanded to show more clearly the mathematical relations involved; (5) ten short conventional problems and ten longer imaginative prob-

lems. The results fail to show any significant advantage for the imaginative problems. When time limits are imposed, the conventional problems are superior; more practice can be gained in a given unit of time. "The degree of superiority in a given case does not appear to be related to the pupil's standing in reading ability, in intelligence, in carefulness of work, in arithmetical reasoning, or in ability in the fundamentals."—(Courtesy *J. Educ. Res.*)

1822. Wilson, W. K., & Ashbaugh, E. J. *Achievement in rural and consolidated schools*. *Educ. Res. Bull.*, 1929, 8, 358-363.—A comparison of the achievements in arithmetic and reading in rural and consolidated schools for 778 pupils and 36 groups. In 33 of the 36 groups the mean achievement scores favored the consolidated schools. While the differences are slight in certain instances, they consistently favor the consolidated school.—(Courtesy *J. Educ. Res.*)

1823. Wood, B. D., & Freeman, F. N. *Motion pictures in the classroom*. Boston: Houghton Mifflin, 1929.—*W. S. Hunter* (Clark).

1824. Woodbridge, F. J. E. *Contrasts in education: III. Education and history*. *Teach. Coll. Rec.*, 1930, 31, 339-356.—The last of a series of three lectures given under the provision of the Julius and Rosa Sachs Endowment Fund, before the faculty and students of Teachers College on March 19, 1929.—*J. M. Stalnaker* (Purdue).

[See also abstracts 1455, 1519, 1612, 1643, 1665, 1674, 1677, 1696, 1726, 1729, 1735, 1753, 1845, 1850.]

BIOMETRY AND STATISTICS

1825. Cotton, F. S. *Note on a method of combining the standard deviations of a number of distributions into one general standard deviation*. *Australasian J. Psychol. & Phil.*, 1928, 6, 218-219.—(Courtesy *Social Science Abstracts*).

1826. Cureton, E. E., & Dunlap, J. W. *A nomograph for estimating a reliability coefficient by the Spearman-Brown formula and for computing its probable error*. *J. Educ. Psychol.*, 1930, 21, 68-69.—*J. A. McGeoch* (Arkansas).

1827. Darmois, G. *Du rôle des mathématiques et particulièrement de la statistique mathématique dans la recherche scientifique*. (The rôle of mathematics, and particularly of mathematical statistics, in scientific research.) *Rev. gén. des sci.*, 1928, 39, 495-511.—(Courtesy *Social Science Abstracts*).

1828. De Montessus de Ballore, R. *Statistiques et probabilités*. (Statistics and probabilities.) *Enseignement math.*, 1928, 27, 76-91.—(Courtesy *Social Science Abstracts*).

1829. Holzinger, K. J. *The probable error of a difference formula*. *J. Educ. Psychol.*, 1930, 21, 63-64.—The formula for the probable error of a difference published by Pratt, Dunlap and Cureton (*J. Educ. Psychol.*, 1929, 20, 498—see IV: 418) is shown to be in error, and the correct expression is given.—*J. A. McGeoch* (Arkansas).

1830. Mendenhall, R. M., & Warren, R. Computing statistical coefficients from punched cards. *J. Educ. Psychol.*, 1930, 21, 53-62.—This article gives the mathematical aspects of a correlation method previously described: *The Mendenhall-Warren-Hollerith Correlation Method*, Columbia Univ. Statistical Bureau, Document No. 1, Sept., 1929. It also indicates the extensions involved in calculating higher moments and product moments. The Hollerith tabulating equipment is to be used. Instances in which the method may be used to advantage are cited.—J. A. McGeoch (Arkansas).

1831. Pearson, K. On a method of ascertaining limits to the actual number of marked members in a population of given size from a sample. *Biometrika*, 1928, 20A, 149-174.—(Courtesy *Social Science Abstracts*).

1832. Romanowsky, V. On the criteria that two given samples belong to the same normal population. *Metron*, 1928, 7, 3-51.—(Courtesy *Social Science Abstracts*).

1833. Rowntree, H. Measuring the accuracy of prediction. *Amer. Econ. Rev.*, 1928, 18, 477-488.—(Courtesy *Social Science Abstracts*).

1834. Sheppard, W. F. The relation between probability and statistics. *Trans. Faculty Actuaries*, 1928, 12, 25-40.—(Courtesy *Social Science Abstracts*).

1835. Walker, J. F. Short method for finding zero order coefficients of correlations. *J. Educ. Psychol.*, 1930, 21, 65-67.—A method shorter than either the correlation table or the crude score technique is given. It saves time when only two sets of variables are involved, and the greater the number of sets of values, the greater the saving. No work not required by the use of correlation tables is done, while the labor of making the tables is avoided.—J. A. McGeoch (Arkansas).

1836. Wilson, W. K. A device for computing critical ratios. *Educ. Res. Bull.*, 1929, 8, 383-385.—A device for computing critical ratios by means of a slide rule.—(Courtesy *J. Educ. Res.*)

1837. Worlton, J. T. The sigma index as a standard measuring unit. *Elem. School J.*, 1930, 30, 354-363.—This article describes the validity and use of the sigma index as an individual diagnostic measure and as a measure of the instructional efficiency of a relatively large school system. The writer concludes that (1) the measure is the most illuminating index of a pupil's success, (2) it makes scores on various tests directly comparable, (3) it is equally reliable statistically at all ages and intelligence levels, (4) it is well adapted for use in educational research, and (5) it is valuable in estimating pupil attainment compared with mental ability.—P. A. Witty (Kansas).

MENTAL TESTS

1838. [Anon.] Locating genius. *Eug. News*, 1929, 14, 145-146.—Edison's attempt, probably doomed to failure, is nevertheless a very worthy experiment. Garvan's attempt to find a "super-chem-

ist," with a score-card giving creative ability a value of 13.7%, etc., is a laudable effort to secure quantitative measurement, but seems over-refined. Hereditary background should be one criterion of selection in all such cases.—R. K. White (Stanford).

1839. Buchanan, W. D. Retest of the personality traits of a group of Grade VI children. *J. Educ. Psychol.*, 1930, 21, 70-73.—The Downey Group Will-Temperament Test was repeated after a period of six months with 30 Grade VI children. The correlations between the original test and the retest are high, 0.78 and 0.92, for flexibility and interest in detail; between 0.34 and 0.42 for freedom from load, speed of decision, motor inhibition, and volitional perseveration; and low or insignificant for the remaining traits. Correlations between W-T scores and teachers' estimates are, for the most part, insignificant, and are little affected by additional training in rating prior to the retest.—J. A. McGeoch (Arkansas).

1840. Carroll, H. A., & Hollingworth, L. S. The systematic error of Herring-Binet in rating gifted children. *J. Educ. Psychol.*, 1930, 21, 1-11.—80 children, C.A.'s 7 to 12, Stanford-Binet IQ's 133-190 with a mean at 150.4, were re-tested with the Herring-Binet. The latter yielded a constant difference of 17.2 IQ points less than the Stanford-Binet. Invalidity rests with the Herring-Binet, since when the criterion of subsequent scholastic success, measured by the Stanford Achievement Test, Form B, is applied to 40 cases under careful experimental conditions, the Herring-Binet averages a minus error of prediction amounting to about 18 points of discrepancy between IQ and EQ. The Herring and Stanford revisions are about equally reliable, but the average deviation from the criterion, regardless of direction, is greater for the Herring. These conclusions are limited to gifted subjects. It is inferred that instruments for mental measurement based on statistical assumptions only should be under suspicion until validated by trial with populations.—J. A. McGeoch (Arkansas).

1841. Loosli-Usteri, M. Le test de Rorschach appliqu  a diff rents groupes d'enfants de 10-13 ans. (Application of the Rorschach test to different groups of children from 10 to 13 years of age.) *Arch. de psychol.*, 1929, 22, 51-106.—The Rorschach test deals with the interpretation of ten black or colored ink-spots by adult or child subjects. According to the mode of perception (whole or part of the blot), its quality (form, movement, color), contents, and originality or banality, the experimenter is able to determine four types of character besides gaining information on intelligence and mental disorders. Rorschach names these four types as follows: introversive (imagination, fantasy), extratensive (the practical type), coaxed or retractive (pedantic, depressive, melancholy types), and the ambiequal or equilibrated (the well endowed, obsessed, maniac, and catatonic). The author observed that there were very marked differences between the results obtained from the Rorschach test for children in a Geneva

orphan asylum and results for Zurich school children. Therefore she considered the following questions: Was the observed difference a difference in psychological structure between the Geneva and the Zurich children? Or was the question a matter of psychological difference between children reared at home and those reared in an asylum? In order to answer these questions she compared, (1) 63 Geneva children from a primary school with the Zurich children, and (2) 21 Geneva asylum children with 63 Geneva schoolchildren who lived at home. Conclusions: (1) A comparison of results for the Geneva children with the results obtained by Löpfe for 120 Zurich school children showed that the Geneva ones were more reserved than the Zurich children and that their thoughts were less autistic and infantile, approaching more nearly those of adults. Attention, concentration, and precision of thinking were nearly identical for the two groups. Participation in collective thinking was greater in the Geneva children than in the Zurich ones, while the prevalent character type was extratensive in both groups. The author's general conclusion from this comparison is that we must use care in judging the mental development of a child if no standardizations have been made for children of like nationality. (2) A comparison of the Geneva primary school children with the asylum children showed that the asylum pupil was distinguished from children of like age who lived at home by a more infantile and autistic manner of thinking, a strong tendency towards opposition, and a weak and clearly depressive affectivity. The introversive was the character type most frequently found in the asylum children. However, infantilism was not found in asylum children presenting neuropathic disorders, while the other tendencies, on the contrary, were more strongly marked. The author concludes that affectivity in these children is not normally developed because they have been subjected only to a group education. She offers as proof of this conclusion results obtained from a pupil who, after leaving the asylum and receiving an individualized education, was found to be much improved and gave very different interpretations in the Rorschach test.—*M. R. Lambiercier* (Geneva).

1842. MacPhee, E. D., & Brown, A. J. An inquiry into the standardization of the Ferguson Form Boards. *J. Educ. Psychol.*, 1930, 21, 24-36.—The Ferguson Form Board Series was given by a trained examiner to a random sample consisting of 134 children, aged 8 to 12 years, composed of 66 boys and 68 girls, and with approximately equal numbers at each age level. Two methods of scoring were used. Retests showed the scores to have a reliability of 0.90, but no significant increments of score appear at successive age levels. Variability at each age is great and is not removed by refined scoring methods. Correlations of Ferguson scores with those on N.I.T. and Pintner-Cunningham are low. The Ferguson Series cannot, therefore, be used as an alternative to linguistic tests.—*J. A. McGeoch* (Arkansas).

1843. McClatchy, V. R. A theoretical and statistical critique of the concept of social intelligence and of attempts to measure such a process. *J. Abn. & Soc. Psychol.*, 1929, 24, 217-220.—The intent of the paper is not to present the thesis that social intelligence cannot be defined or measured, but to point out the reasonableness of supposing that the valid measurement of such an ability should fit into the results of other investigations, either by logic or by experimentation.—*C. H. Johnson* (Boston Psychoopathic Hospital).

1844. Piéron, Mme. H. *L'étalonnage français du test de Barcelone*. (A French standardization of the Barcelona test.) *Année psychol.*, 1928, 29, 113-141.—This intelligence test was given to 3,017 French subjects ranging from 13 to 21 years of age. It was discovered that, beyond the sixteenth year, the intellectual level was a little more advanced in the males than in the females. The males were also more rapid than the females, but showed less prudence and more propensity to make erroneous affirmations. The author feels that this test, when translated into various languages, will permit an accurate comparison of the intellectual level of different national groups. The norms for the French group studied by the author are presented in some detail.—*N. L. Munn* (Pittsburgh).

1845. Ponzo, M. *Alla ricerca delle attitudini nei giovani*. (Vocational guidance tests for adolescents.) Torino: Paravia, 1929. Pp. 263.—This handbook for vocational counsellors comprises 31 condensed chapters dealing with the general problems of guidance, its historical development, significance, and function, and the testing methods for measuring various capacities. In addition to the medical-physiological investigation are found descriptions for gauging the different forms of sensory efficiency. These are followed by sections on emotionality, space and time perceptions and estimates, imagery types, motor control, improvement of functions through practice, automatism and suggestibility, attention, the mnemonic functions, and intelligence measurement. A scheme for the collection of facts to be used in counselling is presented, together with a device for the construction of profiles.—*A. Anygal* (Torino).

1846. Stoneman, E. T. State psychological clinic. Annual report for the year ending 30th of June, 1929. Perth, Western Australia: Dept. Public Health, 1929. Pp. 26.—Beyond a discussion of remedial work and the university course in psychology the report contains data on the estimated mentality of half-caste and full-blooded aboriginal children, a study of adolescents and post-adolescents, and a re-standardization of the Pressey tests. The tests used in the study of aborigines were chiefly performance, i.e., Seguin Formboard, Porteus Maze Test, memory for movement, comparison of weights, Woodworth Substitution Test, etc. "Of the 85 children examined individually we found none bright by white standards. Twenty-six were average by white standards, 19 were regarded as defi-

nitely feeble-minded, and the remainder (40) as borderline and dull." Girls were behind the boys in most of the tests. No comparison of half-breed children with full-blooded is given. The comparison between adolescent boys and adolescent girls was on the basis of term marks. With girls the average mark in a group of 5 school subjects was lower at year 15 than at either 14 or 16. With boys this was not true, except for geography. Boys on the whole did not show a slump in the 15th year. The responses of 150 post-adolescent boys for a group of tests comprising analogies, reasoning, synonyms, etc., were correlated. Frequency tables for the responses of children from 11-16 years of age to the words in the Pressey Fears Test are given.—*N. L. Munn* (Pittsburgh).

1847. Szondi, L. *Zur Psychometrie der Tests.* (The psychometry of tests.) *Arch. f. d. ges. Psychol.*, 1929, 72, 43-114.—The article shows the incomparability of test results of different workers in the field, on account of the innumerable different psychometric units current. It gives a review of the main psychometric systems that are in use now. Szondi wishes the test to be considered as a means of diagnosis only, not as an instrument of research. It should be an intensimeter of psychical abilities. From Wundt and Kraepelin down to W. Stern, Marie Dürr-Borst and Deuchler we follow the development of the evaluation of quantitative and qualitative factors in tests. An accompanying table facilitates a comparison of the formulae developed by Kraepelin, Ranschburg, Finey, W. Stern, and Dürr-Borst and Deuchler. Szondi comes to the conclusion that a universal psychometric system is necessary. Lehmann's *Energiemessung* seems to him unfit for the purpose. The development of a universally usable metric system for the measurement of psychical abilities would necessitate a collection of

all tests in use at present. The article is followed by an extensive bibliography on the subject of tests.—*H. M. Beckh* (München).

1848. Wiegner, A. *Na marginesie nowej próby W. Sterna zdefiniowania pojęcia inteligencji.* (A note on the new definition of intelligence proposed by W. Stern). *Kwart. Psychol.*, 1930, 1, 58-61.—According to Stern's concept, the author believes that intelligence and reflection are not innate functions as such, but are set by the educational pattern.—*T. M. Abel* (Sarah Lawrence).

1849. Williams, F. E. Should nurses do intelligence testing? *Pub. Health Nurse*, 1928, 20, 470-471.—(Courtesy *Social Science Abstracts*).

1850. Zyve, D. L. *Stanford scientific aptitude test.* Stanford Univ., Calif.: Stanford University Press, 1929.—This test is designed to cover the following fundamental capacities: "experimental bent, ability to suspend and verify judgment, ability to reason in unfamiliar situations, ability to detect inconsistencies and fallacies, ability to form correct inductions and deductions and to form lawful generalizations, caution, thoroughness, and accuracy of observation and interpretation." The exercises were weighted in accordance with the responses of a criterion group of 50 research students in physics, chemistry, and electrical engineering, and a non-scientific group of 121 senior and graduate students. The mean score of the criterion group is 134.4, that of a group of 47 seniors and graduates of the non-scientific group is 89.7. The probable error of estimate is about four points. A correlation with the Thorndike Intelligence Examination of about .50 is reported. In addition to the test blank, scoring key and explanatory booklet are provided.—*M. N. Crook* (Clark).

[See also abstracts 1559, 1565, 1740, 1784, 1769.]

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Quarterly. 432 pages annually. Founded 1906. Abnormal and social.
- Psychological Clinic**—Philadelphia; Psychological Clinic Press.
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